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ABSTRACT

Meant to study post secondary educational and vocational activities, the National Longitudinal Survey of the High School Class of 1972 (NLS) is reported to have consistently succeeded in overcoming diminishing response rates and sample attrition found in other longitudinal surveys. The purpose of understanding the focus and experiences affecting plans and attainments of young adults is discussed with the secondary purpose of extending scientific knowledge of human development in transition years. In a brief history of the NLS, the origins and goals are discussed. With the design and content of the sample, the summary also covers the NLS questionnaire design through the fourth instrument, the administration of the pretests, base year and followup surveys, data preparation and quality, and the use of data by federal agencies, social scientists and others. Material extracted from key NLS documents is provided. Tables illustrate statistical and variables data, and the appendices include complete survey instruments with an NLS bibliography. (CM)

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NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

AN HISTORICAL OVERVIEW AND SUMMARY

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FOREWORD

The National Longitudinal Study of the High School Class of 1972 (NLS) was designed to provide an ongoing and updated data base for a nationally representative sample of high school seniors as they moved out of the American high school system into the critical years of early adulthood. The study began with a group-administered survey of these young adults conducted in spring 1972 prior to their leaving high school. This was followed by a series of periodic mail and personal interview follow-up surveys. The first follow-up survey was conducted from October 1973 to April 1974, the second from October 1974 to April 1975, the third from October 1976 to April 1977, and the fourth from October 1979 to May 1980. A second longitudinal study, the High School and Beyond (HS&B) study, subsequently has been initiated, beginning with a survey of 1980 high school sophomores and seniors.

The purpose of these surveys was to obtain information about the basic educational and vocational activities of young adults and their continuing or revised plans, aspirations, and attitudes, and both studies should contribute to an understanding of early adult development and of factors determining individual educational and career outcomes. Such information is useful as a basis for review and reformulation of Federal, state, and local policies affecting the transition of youth from school to adult life.

The NLS data collected from the in-school and follow-up surveys have been merged and processed, and the availability of this longitudinal data base encourages in-depth research for meeting educational policy needs at local, state, and Federal levels. This report summarizes historic details of the purposes and methods underlying NLS operation, as well as some relevant outcomes from the study.

Additional information about the availability of NLS or HS&B reports may be obtained from the Statistical Information Office, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202, telephone (301) 436-7900. Inquiries about availability of related computer tapes should be directed to Data Systems Branch, National Center for Education Statistics, 1001 Presidential Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202, telephone (301) 436-7944.

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A final word of acknowledgement and an expression of gratitude is due to the many persons in the Federal government and at RTI who assisted in planning and implementing the National Longitudinal Study of the High School Class of 1972; to the more than 20,000 young adults who took the time and effort to provide comprehensive, detailed information about their lives; and to the participating high schools that made it possible to initiate the study in 1972.

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Chapter 1

The National Longitudinal Study of the High School Class of 1972:

A Brief History

I. OVÈRVIEW

The National Longitudinal Study of the High School Class of 1972 (NLS) is a Federally sponsored longitudinal study tracking the educational and educationally relevant progress of a representative national sample of more than 23,000 young people. Respondents were first surveyed in 1972 when they were seniors in high school. Now, 9 years and four follow-up surveys later, NLS has come to be unique among social research efforts in at least three significant ways. First, it focuses on the critical period of transition from youth to adulthood, from dependence to independence, from exploration to establish-Second, in the more than 7-year span of contact with the cohort, the study has consistently succeeded in overcoming the diminishing response rates and sample attrition that have plagued other longitudinal inquiries. Third, the essential focus of the inquiry is on the significant and sequential events in the lives of young people; on their progressive educational, vocational, and social attainment. The study is in a form general enough to assess a variety of kinds of developmental forces of interest to different Fede.al agencies, social institutions, or disciplines, yet detailed and specific enough to permit in-depth and complex analyses involving those variables frequently found to moderate development in today's society.

The basic purpose of the NLS is to provide a better understanding, through sequential observat:

f the forces and experiences that affect the development and adult leve.

attainment of a current generation of young people.

Such knowledge can be used to refine educational policy, programs and practices, and in this way, the study aims to improve the likelihood that intervention agencies and institutions—may enhance their contribution to the assumption of productive and satisfying roles in American society by the young people they serve. A secondary purpose of the study is to extend scientific knowledge of human development in the years of transition from high school to college and beyond.

Following the brief history of the project presented in this chapter, this report presents a summary of the design and content of the sample; the instrumentation; the conduct of the pretests and base year and follow-up surveys; data preparation and data quality; and uses made of the data thus far by Federal agencies, contractors, social scientists in general, and others. Much of this material has been extracted from key NLS documents to provide a general overview of the NLS. Interested researchers may wish to consult these more detailed and specific study reports, which are listed by title in Appendix B and are annotated separately (Taylor et al., 1981).

II. ORIGINS AND GOALS OF THE NLS

Plans for the NLS began in the late 1960s when several agencies within the U.S. Office of Education¹ expressed the need for similar information relating educational experiences of high school students to later educational attainment and career outcomes. Their purposes seemed best served by longitudinal, rather than the more conventional cross-sectional, studies. This more expensive form of inquiry could be supported if offices or departments with overlapping interests pooled their resources, a notion now attributed to a number of key individuals, but probably most directly attributable to the 'influence of John Gardiner as Secretary of the Department of Health, Education, and Welfare (DHEW) in the middle 1960's. Accordingly, there was early involvement and/or financial support of the Office of Planning, Budgeting, and Evaluation, the Bureaus of Postsecondary Education and of Occupational and Adult Education, the National Center for Educational Research and Development, all in the DHEW sector; and by the Departments of Labor and Defense.

Responsibility for this cooperative undertaking was assigned to and has remained with the National Center for Education Statistics (NCES), then a part of DHEW and now a unit of the Department of Education, under the Assistant — Secretary for Research and Dissemination. NCES operates under a basic Congressional mandate to "collect, collate, and from time to time report full and complete statistics on the condition of education in the United States."

Once operational authority and funding capability were established, NCES convened a number of prominent educational administrators and researchers in April 1970 to discuss formally the idea of a "school output study." After

Names of this agency and other Federal agencies referenced subsequently have changed as a result of several intervening reorganizations.

this meeting, referred to as the Mayflower Conference, and after subsequent planning sessions, the high school class of 1972 was selected to be the first cohort of an intended series of national longitudinal studies. These initial planning conferences established a central objective for the program: to assess experience of individuals beyond high school in reference to their high school educational experiences. Planning for the actual surveys began with the following specific study objectives, summarized below.

- To obtain profile data on potential users of postsecondary education and to organize these data in a file suitable for extensive analysis and for the addition of future follow-up data.
- O To determine what types of students make what educational and occupational choices and why.
- To assess the educational development, influences and attitudes which led students to their status as high school seniors, and to assess the relationship of these prior circumstances to decisions about postsecondary pursuits, including occupational choice, military service, and vocational, technical, and higher education.
- To determine the influence of student ability on postsecondary choices.
- To relate low aspiration choices for postsecondary education to the principal obstacles perceived by the student-especially financial obstacles-and to determine student knowledge of programs of financial aid and intention to take advantage of them.
- To examine the educational progress of students who terminate education early, and to see how high school experiences and curricula, financial considerations, and other factors are associated with various postsecondary career choices and with perseverance and success in them.
- To provide a vehicle whereby certain subpopulations may be identified from the cohort and followed up more intensively.
- To assemble data on a continuing basis on the extent of student knowledge of and participation in financial aid programs.
- To see if patterns of individual characteristics which become apparent in the first sample of high school seniors remain constant in future cohorts.

To investigate the consistency from one cohort to another of group characteristics portrayed by frequency distributions, and of probabilities of different paths of development observed.

This first advisory and planning group represented largely key public school educational specialists. Subsequent advisory or planning groups have become more diversified, representing more frequently not only-leaders in higher education as well as the secondary school, but also specialists in human development, survey and analysis methodologies, and in policy studies. NCES has also made frequent use of consultants or relatively small and specialized design contracts, for formulation of issues, pursuit of a particular problem, or review and advice.

III. NLS ACCOMPLISHMENTS IN THE FIRST DECADE

Following relatively detailed establishment of basic strategies for the survey by NCES, completion of survey planning was contracted by NCES in 1970 to the Research Triangle Institute (RTI) and the completion of sample planning and design to WESTAT, Inc. After extensive planning, including the design and field test of questionnaires and procedures, the first NLS survey was initiated in the spring of 1972 under a contract with Educational Testing Service (ETS). In 1973, a contract was awarded to RTI for the conduct of the first follow-up, with amendments providing for the conduct of the second, third, and fourth follow-ups. To date, over 8 million dollars has been spent to collect and process NLS data through the basic contracts to ETS and RTI.

Responsibility for this study at NCES has been as follows: for the survey and sample design for the base-year survey. Bruce Thompson; for the follow-ups, Kenneth A. Tabler and (later) Elmer Collins and Andrew Kolstad. Among major contractors, Daniel Horvitz was in charge of planning at RTI and Edward Bryant for sample design at WESTAT; Thomas Hilton of ETS directed the base-year/survey, and Junius A. Davis, John C. Bailey, Jr., Jay R. Levinsohn, and John A. Riccobono have had responsibility, successively, at RTI for follow-up surveys.

Ten years of survey activity, in which the overall sample retention rate has exceeded 80 percent, have resulted thus far in an NLS data archive containing some 3,000 items of information on each of the more than 20,000 sample members. As specified in the study objectives, these records describe the

background, progressive life plans, aspirations, and educational and personal histories of these individuals over the 9-year period since high school graduation. Now, nearly 10 years after those ambitious objectives were stated, many have been met and others are in the process of being met. Several hundred studies have been reported from analyses of the NLS data collected in the 1972 base-year survey and the subsequent follow-up surveys in 1973, 1974, 1976, and 1979.

The more than 300 reports drawn from these data are listed in Appendix B and have been catalogued elsewhere according to the original study objectives they address (Taylor et al., 1981). In general, the greatest research emphasis thus far has been on that portion of the sample attending postsecondary institutions; with focus on access, financial aid, and persistence. Potential of the data for studies of psychological development is limited by the lack of emphasis on measures of personality traits and constructs. Other areas which have received only limited attention from researchers have to do with groups moving directly into work or family responsibilities (rather than postsecondary study), vocational and career development studies, and patterns of labor force participation. But with fourth follow-up data now available, new information will enable researchers to explore these areas and to examine graduate school entrance and attainment. Highlights of NLS findings may be found in capsule reports which have been published after each survey (Fetters, 1974; Peng and Dunteman, 1976; Eckland and Bailey, 1977; Eckland and Wisenbaker, February 1979; and Burkheimer and Novak, 1981). -

Though the scope of this report does not permit extensive discussion of any comprehensive summary of the NLS findings, the following are illustrative:

- Proportions of minority students and female students entering 2- and 4-year colleges have increased and past disparities between these groups and white males have diminished. Comparisons of NLS data to 1981 Project TALENT data revealed that college entry rates are now more nearly equal for males, females and racial/ethnic minorities (Peng, 1977).
 - The 4-year college entry rate for high ability black students is more than 12 percent greater than that for high ability whites (Thomas, 1975; Thornton, 1976).
- There has been a recent significant reduction of college entry rates among what was the most common pool of 4-year college entrants-high

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037 12

- ability students. At all income levels and for both sexes, a decrease in college attendance of above average students has occurred (Peng and Fetters, 1978; Burkheimer et al., 1981).
- Indications are that 4 years of uninterrupted progress toward a college degree may not be the norm. The number of sample members still enrolled in college four and one-half years after high school graduation was greater than the number who had obtained degrees (Eckland and Wisenbaker, 1979).

Other findings of interest are revealed in tabular summaries of NLS descriptive data for the several surveys (Thompson, 1974; Tabler, 1976; Peng and Holt, 1977; Peng et al., 1978; Larsen et al., 1981) and in the capsule reports referenced earlier. For example:

- Sample members named the goal of "finding the right person to marry, and having a happy family life" as the most important of 12 options for life goals. Over time, this goal has become increasingly important to sample members.
- Women gave higher priority than men to family-related goals in all surveys, such as "living close to parents and relatives," and "finding the right person to marry and having a happy family life." Also, women's interest in "finding steady work" has declined as they have
 - become older.
 - Men and women in the sample appear to lose interest in working toward "correcting social and economic inequalities" over time.

 More women than men appear to lose interest in working toward this goal.

In addition to such substantive findings, the NLS has made major contributions to social research in the area of survey methodology. The success of the massive NLS data collection, file construction, and analysis efforts have many implications for future longitudinal studies. Many of these innovations were in response to technical problems in maintaining the study sample that occurred over the 10 years of tracking and surveying this large and mobile group; such problems and solutions that now appear in the NLS research literature are discussed in the next section.

IV. METHODOLOGICAL PROBLEMS AND INNOVATIONS

A critical measure of the success and value of any survey is its response rate. High response rates are not unheard of in social research, but the consistent response of some 90 percent of the large NLS sample to five successive waves of survey activity is quite remarkable--particularly considering the length of the study questionnaires, each of which exceeded 25 pages in length. Survey operations, including the administration of the surveys, with their complex series of mailings, incentive payments, personal field interviews and telephone follow-ups, were the major expense of the NLS, but as Eckland (1980) comments, "Mone, and the capability of following through with personal interviews do make a big difference [p. 116]."

Mail returns of NLS questionnaires, in general, have increased from survey to survey, alleviating some of the cost of personal interviews by survey field staff. The increase in mail returns is probably explained by two factors. One is the likelihood that reluctant respondents who had to be personally interviewed in the early follow-ups realized that if they did not respond by mail, a field interviewer would come to call within a month or two. Frequent prompting postcards and mailgrams reminded them of this possibility. It is, they may have been effectively impressed with the importance of their contribution to the effort, or they may have preferred the more convenient personal completion of the questionnaire (Wisenbaker, 1981a). Also, incentive payments were tested in a field trial and found to be effective, and incentive payment checks in the first mailing of third follow-up questionnaires did appear to prompt higher mail returns (King and Thorne, 1977; King, 1979).

Another activity found to be essential in the maintenance of high response rates consisted of an effort to maintain and update a file of current addresses of respondents. In the year between the second and third follow-up surveys (1975), a strategy to increase respondent interest in the survey while at the same time updating addresses was proposed and adopted. A newsletter describing the study, its personnel, goals and tentative findings was sent to each respondent, along with a return postcard on which each respondent wrote his current, address and the address of a friend or relative. Newsletters returned because of incorrect addresses identified those respondents requiring tracing by other means. This approach was successful, and the newsletter strategy for between-survey years has been continued (Levinsohn and McAdams, 1978).

In addition to these approaches to maintaining high response rates, handling the mass of returned questionnaires became another area where problems were encountered and solutions found (cf. Riccobono et al., January 1981; Henderson and Allen, 1981). At the same time, there are some problems inherent in the longitudinal data set that have presented obstacles of some consequence for many data analysts and users. These relate mostly to the size and complexity of the data files, and are discussed briefly in the next section.

PROBLEMS FOR NLS USERS

In 1975 the first NLS Public Release Files and supporting Users Manual, containing the base year and first follow-up data, were released by NCES to the general research community. Updated files have been released after each follow-up; the Fourth Follow-Up Public Release File and Users Manual (Riccobono et al., January 1981) were made available for purchase from NCES in early 1981. This file is a compilation of literally millions of items of information. The very size of the data base makes it inaccessible to the casual user because of the time, cost, and level of technical sophistication required even to extract a working file therefrom.

The NLS files are not only large; they are also complex. This is a necessary condition in part because questionnaires from which the data are taken are themselves complex; each contains many routing items as well as information items. Other complexities of the data base include the need for, and provision of, a large number of sample weights appropriate for various combinations of the variables, and the use of a sophisticated system of representing suspect responses and missing data.

A major concern for some users has been the question of properly employing the sample weights. The NLS sample was drawn using a complex multistage sampling process; calculations that ignore the weights inherent in the sample design may produce biased results. There is a sizable literature available on the use of weights, including: WESTAT, Inc. (1972); Fetters, (1977); Folsom (1975); Folsom and Weber (1976a, 1976b); Moore (1975); Moore and Shah (1974, 1975a, 1975b, 1976, 1977); and Shah and Marnell (1976).

Another problem inherent in this large multipurpose data bank is the number of individual items that may be required to establish a particular theoretical construct or condition of the respondent. The longitudinal nature

of the NLS adds to this problem, which may involve checking all waves of available data and, potentially, resolution of conflicting answers. Another aspect of this problem is the fact that when a number of items must be examined or combined to arrive at a particular activity state or condition, the probability of missing (or inconsistent) data on one or more components increases, forcing the researcher to decide whether to tolerate attrition or to develop imputation procedures or decision rates.

Still another problem is that sometimes the wording of similar questionnaire items is changed from one follow-up to the next (toward removing difficulties found with a former phrasing, or toward making the item applicable at
the new point in time) although, in general, considerable effort has been
invested in keeping successive items of a particular kind congruent. This
problem will be further complicated by any lack of consistency between key NLS
questionnaire items and those used in future cohort studies.

Finally, despite high sample retention rates, the NLS also has a problem with the small size of certain important subgroups within the sample, such as subgroups of minority respondents. A major reason for sampling such a large group was to ensure that subgroups of major research interest would be adequately represented for separate or comparative study. For example, even though minority predominant school districts were sampled at twice the rate of other districts in the NLS sample design, the base-year survey contains only about 130 black respondents from the south who attended traditionally black colleges, and about 150 southern blacks who attended other colleges (Eckland, 1980). This problem of shrinkage of effective subgroup sample size is exacerbated when the subgroup of interest becomes more and more specific (particularly so when dealing with characteristics having low population base rates).

VI. PLANS FOR THE FUTURE OF NLS

During 1980, a fifth follow-up of the 1972 cohort was discussed and planned by officials at NCES; however, all further surveys depend on the usual contingencies in Federal funding: availability of funds and priorities. Nonetheless, members of the current planning committee (working principally with the replication study described below), as well as a number of social scientists who have worked with the data, have pointed to the increasing value and potential of the data base with later follow-ups. Even though no additional

follow-up survey is currently anticipated prior to 1983; the possibility exists that a minimum contact and address update may be maintained with the sample, to permit later follow-ups as the later lives of the respondents unfold and as the enduring value of the initial investment is more widely recognized.

An important and significant extension of the NLS idea and promise was initiated in 1978, with the award of a contract by NCES to the National Opinion Research Center for a replication and expansion of the NLS. This effort, the "High School and Beyond" study, was initiated to detect important trends over time, and thus has many items and events in parallel with the NLS. It was also designed to expand the period of observation down to the 10th grade, toward illuminating factors affecting later choice and development that occur in this critical period, as well as permitting follow-up of high school dropouts, a majority of whom leave school after entering the 10th grade. This study involves some 28,000 individuals who were high school seniors in the spring of 1980 as well as over 30,000 who were high school sophomores at that time, from over 1,000 public and private schools in the United States. Data from the base-year survey are now available from NCES and a number of analyses are already in process. Plans call for collection of data from subsamples of base-year participants at 2-year intervals.

VII. CONTENTS OF THIS REPORT

The brief account provided thus far in this chapter is designed only to acquaint researchers with the most basic descriptive history of the NLS. The following chapters contain summaries of NLS procedures for sampling, instrumentation, data collection, data preparation and quality control, and a discussion of NLS users and uses. Copies of all instruments used in the various NLS surveys are included as Appendix A, and a complete list of references is provided in Appendix B to guide interested researchers to more detailed technical sources of information and reports of findings.

Chapter 2

Sample Design and Weighting

I. BASIC SAMPLE DESIGN

The sample design for the NLS is a stratified, multistage probability sample of students from all schools, public and private, in the 50 states and the District of Columbia, which contained twelfth graders during the 1971-1972 school year. The design excluded students from schools for the physically or mentally handicapped, schools for legally confined students and special schools (such as area vocational schools) where students were also enrolled in other high schools in the sampling frame.

The first-stage school sampling frame, constructed from computerized school-files maintained by the Office of Education and the National Catholic Education Association, was divided into 600 final strata based upon partial crossings of the following variables:

- Type of control (public or nonpublic);
- Geographic region (Northeast, North Central, South, and West);
- Grade 12 enrollment (3 size categories);
- Proximity to institutions of higher learning (3 distance categories);
- Percent minority group enrollment (8 categories, public schools only);
- Income level of the community (11 categories, public schools; 8 categories, Catholic schools); and
- Degree of urbanization (10 categories).

In the smallest school size strata (schools with fewer than 300 seniors), schools were selected with probabilities proportional to the estimated number of senior students; in the remaining size strata, schools were selected with equal probabilities. All selections were without replacement. The potential for including disadvantaged students in the sample was increased by sampling schools in low---come areas and schools with a high proportion of minority group enrollment at twice the rate used for the remaining schools. Within each final stratum, four schools were selected. Two of the four were randomly designated as the primary selections and the other two schools were retained as backup or substitute selections for use only if one or both of the primary

schools did not cooperate. This resulted in a final school sample size of 1,200 (600 strata x 2 schools).

The second stage of the sampling procedure consisted of first drawing a simple random sample of 18 twelfth graders per school (or all if fewer than 18 were available) and then selecting 5 additional students (if available) as possible replacements for nonparticipants. In both cases, the students within a school were sampled with equal probabilities and without replacement. Early (i.e., mid-year) graduates and those attending adult education classes were excluded from the sampling.

11. SAMPLE REDEFINITIONS AND AUGMENTATIONS

Of the 1,200 primary sample schools, 948 (79 percent) participated in the base-year survey, 21 had no senior students enrolled, and 231 either refused to participate or could not participate because the request was received too late in the school year. Due to this large school nonresponse, further attempts were made to secure participation of the 231 nonparticipant primary sample schools and replacements for the 21 schools with no twelfth-grade enrollment. This resurvey activity, initiated by NCES in the period prior to the first follow-up survey, involved securing school cooperation and selecting random samples of up to 18 former students (1972 seniors) per school. The resurvey activities were successful in 205 of the 231 primary sample schools; thus, students from 1,153 of the 1,179 eligible primary sample schools were included in the first follow-up and subsequent surveys for a school participation rate of 98 percent.

Students selected from backup or substitute schools also were included in the base-year and follow-up surveys. In the base-year survey, 121 backup schools participated, yielding a total of 1,070 base-year participating schools. In 26 cases, school-level data were collected from backup schools on the basis of a preliminary refusal of a primary sample school that later agreed to participate in the base year. These 26 cases, of which 18 also provided student-level data, thus represent "extra" schools within a stratum (i.e., more than the required 2 schools per stratum).

Since the resurvey effort was successful in obtaining the participation of 205 additional primary sample schools and 35 additional backup schools, school representation was inflated beyond the originally planned figure of

1,200. This resulted in representation by more than two schools in some strata, but by at least two schools in all strata. Due to the expense involved in collecting student data, however, a post hoc sample redefinition was implemented rather than discarding data already collected (cf., Moore and Shah, 1975a, 1975b; Moore, 1975; Shah and Marnell, 1976). Consequently, 1,302 schools from the original frame were included in the final school sample: 1,153 primary sample schools, and 149 backup schools (discarding the 8 base-year "extra" schools for which no student data were available).

Samples of former 1972 senior students also were selected from 16 sample augmentation schools; these schools had been selected from those identified in 200 sample school districts canvassed to identify public schools not included in the original school sampling frame. The augmentation schools defined eight additional strata. Samples of students selected from the 16 augmentation schools were not included in the base-year survey but were included in subsequent surveys. Table 1 summarizes the school representation. The final column presents the school representation used in the second, third, and fourth follow-up surveys.

Table 1. -- Number of participating schools by category

School sample	Base-Year Participants	Resurvey and Augmentation Additions,	Final Sample
Primary sample	948	205	1,153
Backup sample: "Extra" in base-year Other		 . 35	18* - 131
· Augmentation sample		16	16
Total	. 1,070	256	/ 1,318 ···

For eight of the extra schools no student data were ever collected; consequently, those schools were dropped from the sample.

III. SUBSAMPLING PROCEDURES

Subsampling was performed only in the fourth follow-up survey and was related to the retesting of a subsample of 1,016 NLS participants who had been

administered the test battery during the base-year. The 14,628 NLS respondents who satisfied the following criteria were eligible to participate in the Retest Study:

- (1) eligible for the NLS fourth follow-up,
- (2) base-year student questionnaire available, and
- (3) base-year test battery available.

Because a self-weighting retest subsample would have yielded an inadequate number of black subsample members, a design option which oversampled blacks was adopted. Specifically, two strata (a non-black stratum and a black stratum) were formed, and a self-weighting subsample was chosen within each of these explicit strata. Retest sample members were selected from the eligibles within a stratum with probability inversely proportional to their probability of being in the full NLS sample. This sampling procedure resulted in equal probabilities of selection and, thus, in equal weights within a given stratum.

In addition to the explicit stratification by race/ethnicity, the sample was also controlled, within strata, on three factors (base-year ability, SFS, and postsecondary educational achievement) believed to be highly co related with retest ability scores. This control was achieved by applying an implicit stratification procedure.

IV. WEIGHTING PROCEDURES

For all students sampled, both eventual respondents and nonrespondents, unadjusted sampling weights were calculated as the inverses of the probabilities of being included in the sample, to allow unbiased estimates of population parameters. To adjust for potential estimation bias due to nonresponse of some sample members, the responding sample members' weights were adjusted using a weighting class procedure. The procedure used allocates the weights of nonrespondents to groups of respondents who are similar to the nonrespondents in significant respects. Since there are many possible patterns of nonresponse depending upon how the data from the various questionnares are combined, a number of adjusted weight sets were calculated to be used in analyzing particular data elements or composites.

A. Unadjusted Student Weights

The first step in calculating the unadjusted student weights was to determine school selection probabilities for the sets of schools participating in the several surveys. As indicated previously, the use of backup schools in the base-year and subsequent follow-up surveys, augmentations, and the resurvey work to obtain responses from all of the primary sample schools, resulted in 3 or 4 schools rather than the 2 originally planned being represented in many final strata, and probabilities were needed for all of the 1,318 schools classified as "in the final NLS sample."

For each school in the final school sample, the appropriate sample inclusion probability for school-i in stratum-h, phi, was calculated to account for differential sampling procedures within different school size strata (e.g., simple random sampling or probability proportional to twelfth grade enrollment), differential sampling rates, and nonresponse among the augmentation sample schools. Details of these computations are presented elsewhere (cf., Benrud and Williams, 1981).

The number of students in the sample from each sample school was taken as the number of students who were offered a chance to be in the sample and who also were eligible. This included all sample eligibles, both respondents and nonrespondents. Selected students who were not eligible for the study included dropouts, early graduates, and adult education students. Each student within a school was selected with an equal probability of $\frac{n_{hi}}{N_{L}}$ where n_{hi} is the number

of sampled students in school-hi and $N_{\rm hi}$ is the number of senior students in school-hi. The probability of a student being in the sample therefore may be represented as the product of the probability of the student's school being selected and the conditional probability of any student being selected given the school selection: Consequently, the probability of the jth student in school-hi being selected was determined as $P_{\rm hi} = \frac{n_{\rm hi}}{N}$

Unadjusted student weights, the inverse of the student inclusion probability, were calculated for each sample student. The sum of the unadjusted student weights (3,043,599) is an estimate of the total number of 1972 high school seniors in the United States.

B. Adjusted Student Weights

Nonresponse adjustments were used in an attempt to reduce the potential for estimate bias due to nonresponse. While there are no methods of adjusting for nonresponse that are known to be unbiased or even consistent, various methods of imputing or attempting to correct for both item nonresponse and for total questionnaire nonresponse are available and have been summarized by Chapman.².

The procedure used for NLS was a weighting class adjustment for questionnaire nonresponse. The adjustment involves partitioning the entire student sample of respondents and nonrespondents into weighting classes, which are homogeneous groups of students with respect to the important classification variables, and then apportioning the unadjusted weights of nonrespondents to the respondents within each weighting class. Differential response rates for students in different weighting classes are reflected in the adjustment.

The five classifier variables used to define weighting classes were:

- Race/ethnicity--majority white or minority;
- Sex--male or female;
- High school curriculum--general, academic, or vocational-technical;
- High school grades--B or better, or C or below; and
- Parents' education--less than high school graduate, high school graduate, some beyond high school, or college graduate.

In the case of missing values for a classifier, the most frequent value of the classifier variable was imputed. The actual procedures used in forming specific weighting classes and in the computation of adjusted weights differed only slightly for various surveys, and these procedures are defined elsewhere (cf., Westat, 1972; Moore, 1975; Shah and Marnell, 1976).

After the completion of the Fourth Follow-Up Questionnaive, a total of 28 adjusted weights had been computed. Each adjusted weight is appropriate for a particular data set defined by the response to the various combinations of the base-year and the four follow-up questionnaires. Additionally, a special set of adjusted weights was also calculated for the retest subsample to adjust for

David W. Chapman, A Survey of Nonresponse Imputation Procedures, presented at the Southern Region Education Board Summer Research Conference on Statistics in Mountain Lake, Virginia, June 11-15, 1973.

No adjustments were made for item nonresponse within returned questionnaires because of the tremendous number of potential item nonresponse patterns.

test nonresponse. Greater detail on the various adjusted weights is provided elsewhere (Riccobono et al., January 1981).

Chapter 3

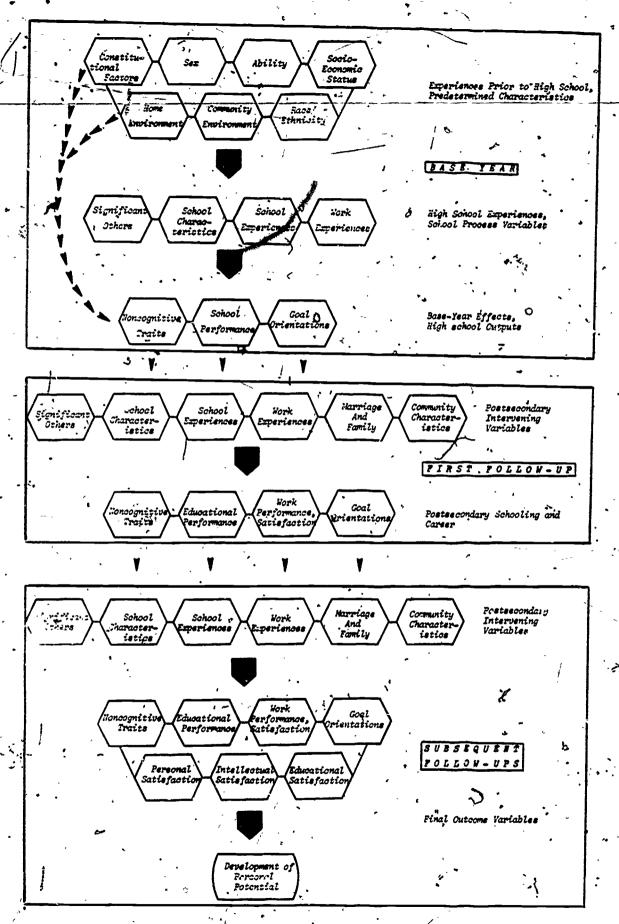
Design of the NLS Questionnaires

I. OVERVIEW

The NLS survey instrumentation began with the construction of a developmental model, or framework, within which items, or variables, could be generated. It was decided that the overall structure and content of the instruments should conform to the idea of the educational process as an input-output system and the schools or colleges as the environment in which the system operates. The basic conceptual model of the NLS, as shown in Figure 1, represents a modification of the General Educational Development Model developed under contract with NCES by UCLA's Center for the Study of Evaluation (Trent et al., 1972).

The model shows students entering high school with a set of existing characteristics, including race/ethnicity, sex, and socioeconomic status. During their high school years, experiences and interactions with various "significant others" come into play. These high school experiences, in conjunction with the predetermined variables, have important effects on the base-year outcomes, including self-esteem, grade performance, and college plans. In the second stage of the model (corresponding to the first follow-up), high school outputs, along with their antecedents, now become "inputs" or determinants of postsecondary schooling and work careers and constitute a variety of intervening variables which are similar in form and function to the school process variables in the first stage. The third stage of the diagram (tabeled Future Follow-Ups) essentially is a replication and extension of the same developmental process, except that several new measures of "satisfaction" are indicated among the final outcome variables and were included in the second, third, and fourth follow-up surveys.

The model served as the principal framework for developing the several base-year instruments and those for subsequent surveys. Also, considerable input was received from NCES and other interested Federal agencies as well as an NCES-sponsored national advisory panel of educators and researchers. For each successive follow-up, the data collection effort was, for the most part, confined to a single questionnaire drawing heavily on the prior questionnaire but also soliciting information about the range of educational and vocational



Paradigm for NLS instruments

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experiences in the period since the previous survey. Items in the follow-up questionnaires are organized into the following major topical sections:

General Information, Work Experience, Education and Training, Military Service, Family Status, Experiences and Opinions, and Background Information. The particular content areas assessed in the several surveys are given in Table 2; copies of all NLS questionnaires are included as Appendix A of this report.

Collectively, the individual histories yielded by the successive survey instruments provide quantitative data for policymakers, planners, and researchers about such issues as the following:

- The demands for postsecondary education and training, including vocational/technical education.
- The abilities and characteristics of actual and potential users of postsecondary education.
- The extent to which earlier plans and aspirations persist over time and are eventually fulfilled—the reasons why young adults change their plans and fail to accomplish earlier objectives.
- The impacts of Federally funded postsecondary programs on initial choices and later activities and plans.
 - The factors influencing young people in choosing their life work and in determining success and satisfaction in this work.
 - The extent to which educational experiences have prepared them for their work.
- The characteristics and abilities of those making occupational choices and the reasons why choices are made.
- The impacts of high school experiences, curricula, peer-group aspirations, guidance counseling, and so forth, on initial educational and occupational plans and on perseverance and success in achieving
- Young adults awareness of educational and occupational alternatives, their perceptions of options open to them, and the extent to which they have been limited by lack of information.
- Patterns of postsecondary institution attendance and work, including transfer, drop-out, and "stop-out" patterns.
- Financial and other considerations in setting low-aspiration goals and in failing to meet high-aspiration goals.

		Table 2Conte	est areas in each survey	• •	
Content category	Spring=1972 base year survey	Fall-wister 1973-74 lst follow-up augvey	Fall-wister 1974-75 2nd follow-up survey	Fall-winter 1976-77 3rd follow-up survey	Fall-winter 1979-80 4th follow-up survey
Constitutional factors	Sex, birth date,	Sex, birth dake	Sex, birth date	Sex, birth date	Sex, birth date
Mility	SAT, ACT, and test scores (vocabulary, reading, math, letter groups, meanic com- parison, picture- number)				Reteat (vocabulary, mathematics)
Socioeconomic status	Parental income, education, occu- pation	Parental education, occupation			*
None background	Number of persons dependent on parents, number of siblings in college, objects in home, language at home, parental expectation	Parestal encouragement	Sirth order, number of siblings	, , , , , , , , , , , , , , , , , , ,	· · · · · · · · · · · · · · · · · · ·
Commaity environment	Type of community, dis- tance of home from post- secondary schools	Type of community where individual lives	Type of community where individual lives, mo-bility and reasons	Type of community where individual lives, mo-bility and reasons	Type of community where individual lives, mo- bility and reasons

_ Race/ethnicity____

Rice/ethnicity,,... Significant others Relative importance of family, peers, achool personnel to aecondary program, postsecondary plass, quality of counseling services

(continued) ٠,, ٠

Table 2. -- Content sress in esch survey -- Continued

Content category	Spring 1972 , base yest survey	Fall-winter 1973-74 1st follow-up survey	Fall-winter 1974-75 2nd follow-up survey	Fsll-winter 1976-77 3rd follow-up survey	Fall-winter 1979-80 4th follow-up survey
Activity status	Activity Plans for Fall 1973	Activity status in October 1972, October 1973	Activity status in October 1974	Activity statur in October 1975, October 1976	Activity status in October 1977, October 1978, October 1979 and supplemental dats for activity status 1972-76
Educational attainment	Rducational plans (entry, financial support arrangement), factors interfering with attainment, school choice	Educational status (degree, certificate received), factors interfering with attainment	Educational status, (degree, certificate received), factors interfering with attniament	Educational status, presented application and entry, factors interfering with attainment	Educational status, graduate school sppli- cation and entry, factors interfering with attain- ment
School charac- teristics	Secondary school size, student-counselor ratio, ability grouping or tracking, racial/ethnic composition, college- going ratio, school SES, teacher qualifications, school facilities, counseling services	Postsecondary school control and type	Postsecondary school control and type	Postsecondary school control and type	Postsecondary school control and type
School experience	Time spent on homework, program of, study, par- ticipation in remedial and special services programs, school quali- ty, courses taken, in- structional strategies	Program type, major study area, full-time, financial aid programs, program duration	Program type, major study area, full-time, financial aid programs, program durstion	Program type, major study area, full-time, financial aid programs, program duration	Program type, major study area, full-time, financial aid programs, program duration
School performance	Grade average, extra curricular activities	Grade average, dropout, transfer, satisfaction with schooling, total credits earned	Grade sverage, dropout, transfer, satisfaction with schooling, total credits earned	Grade average, dropout, transfer, satisfaction with schooling, total credits earned	Grade average, dropout, transfer, satisfaction with schooling, total credits earned

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Table 2.--Content areas in each aurvey--Continued

Content category ·	Spring 1972 base year survey	Fall-winter 1973-74 lat follow-up aurvey	Fall-winter 1974-75 2nd follow-up survey	Fall-winter 1976-77 3rd follow-up survey	Fall-winter 1979-80 4th follow-up aurvey
Work status	Type of work, hours of work, work plans for years after graduation	Resources used for job hunting, work type, hours/week, reasons for not working	Resources used for job hunting, work type, hours/week, reasons for not working	Resources used for job husting, work type, hours/week, ressons for not working	Work type, hours/week, looking for work
Work performance and satisfaction	Factors in career selection	Income, pay, and work conditions, satisfaction	Income, pay, and work conditions, satisfac- tion, application of job training	Income, pay, and work conditions, satisfac- tion, supervision, application of job training	Factors in career selection, income, pay, work conditions, satis- faction, supervision, application of schooling, training
Noticognitive traits	Self-concept, locus of control	Self-concept, locus of control	Self-concept, locus of control, maturity scale	Self-concept, locus of control	Self-concept, locus of control
Goal orien- tations	Work and educational aspirations, expecta- tions, and plans; life goals	Work and educational aspirations, expecta- tions, and plans; life goals	Work and educational aspirations, expecta- tions; and plans; life goals	Work and educational aspirations, expecta- tions, and plans; life goals	Work and educational aspirations, expects- tions, and plans; life goals, satisfaction with progress
Marriage and family	Plans to be a full- time homemaker, number of dependents	Marital status, number of dependents, income, number of children had and expect to have	Marital status, number of dependents, spouse's education and occupa- tion, income, number of children, items owned at home	Harital status, number of dependents, spouse's education and occupation, income, number of children had and expect to have, items owned at home	Harital status, number of dependents, spouse's education and occupation, income, number of children had and expect to have, items and home owned, their value
Opinions	Ratings of high school	Usefulness of special- ized training in high school	Participation in political activities, consumerism, quality of life	Political activities, sex-role orientation, sex and race/ethnic bisses, rating of high achool, satis- faction with post- secondary education or training	Political activities, aex-role assertation, astisfaction with education or training
Hilitary	Plans for military service	Type, training, duration, satisfaction, plans	Type, training, duration, plans	Type, training, duration, plans	Type, training, duration, plans

II. BRIEF DESCRIPTION OF INSTRUMENTS

A. Base-Year Instruments

The base-year data were collected through five separate instruments: the Student Questionnaire, Test Book, School Questionnaire, Counselor Questionnaire and School Record Information Form. The Student Questionnaire contained items dealing with factors related to education and work experience, future plans, aspirations and opinions. The questionnaire was designed in a format to allow students to route themselves through only the relevant sections of the questionnaire, as it was anticipated that many students would not complete the questionnaire if they had to answer all items. Students could exercise the alternative of taking the booklet home and answering items with the assistance of their parents.

In addition to the questionnaire, each student was asked to take a 69-minute test battery measuring both verbal and nonverbal ability. The Test Book, designed by ETS, consisted of six brief subtests: (1) vocabulary; (2) picture number; (3) reading; (4) letter groups; (5) mathematics; and (6) mosaic comparisons. Further, field staff members completed School Record Information Foras for each sample member, from school records. Information collected on this form was related to high school curriculum, grade point average, credit hours in major courses and (if applicable) ability groupings, remedial instruction records, involvement in Federally supported programs, and scores on standardized tests. Also, school staff were asked to complete a School Questionnaire and a Counselor Questionnaire designed to collect detailed data on teacher, school, and counselor characteristics.

B. First Follow-Up Questionnaire

The First Follow-Up Questionnaire was designed to provide continuity over time in measurements of the educational and vocational plans of the base-year respondents and to identify sociocultural variables which may have had impacts on 1972-1973 educational-occupational decisions. Against these objectives, questionnaire items were designed to describe the flow pattern between an individual's activity states in October 1972 and October 1973 and the future plans, aspirations, opinions and attitudes relevant to educational-vocational outcomes.

Two self-administering forms (A and B) of the First Follow-Up Questionnaire were utilized. Form A was used for sample members who responded to the base-year Student Questionnaire; Form B was used for the 1972 high school seniors added to the sample through resurvey activity and others who were unable to participate in the base-year survey (usually because of time and scheduling considerations). Form B contained all the items in Form A plus an additional 14 questions to supplement, retrospectively, missing base-year key information. Questions dealt with information concerning the respondent's activity state (education, work, etc.) in October 1972 and October 1973; socioeconomic status; work and educational experiences since leaving high school; and future educational and career plans, aspirations, and expectations. Most items were cast in forced-choice format. Open-ended, or free-response, questions were limited to questions involving dates, income, number of hours or weeks worked, and the like.

C. Second Follow-Up Instruments

The Second Follow-Up Questionnaire was designed to provide additional information about activity status of sample members at still another time point: two and a half years after high school. This was considered to be a particularly critical time in the career decision process. Consequently, in addition to the basic items maintained for consistency with prior data, other items were added to tap the transition of respondents from vocational/technical programs and from 2-year academic programs into either the labor force or further training. Other items were added as suggested in the conceptual model (Figure 1) or to meet specific data needs of various Federal agencies at that time to assist in policy decisions. Format of the questionnaire was similar to that of previous questionnaires.

A brief Activity State Questionnaire, containing 15 items relating to activity states in October 1972 and 1973 and background information about high school program and parents' education and occupation, was developed during this time to collect information retrospectively from those individuals who had not provided it previously. Although this questionnaire was administered as a special survey operation, its administration was concurrent with the second follow-up data collection.

D. Third Follow-Up Questionnaire

The Third Follow-Up Questionnaire was designed to gather information about the sample members' activities in 1975 and 1976 to be added to the previous data points. The period considered also represented an important time in the career decision process. Those who had entered college in the fall of 1973 and had progressed conventionally would be in transition from school to work or to postgraduate education, and those who had attended post-high school vocational or trade schools or who worked immediately after high school were likely to have become relatively well established in the labor force. Also, this time sample members would have had sufficient time to evaluate their education needs and occupational opportunities as well as to become involved in family and community life. Items related to those issues were included in addition to the basic longitudinal item set. The questionnaire also contained specific items on the effectiveness of education and training in preparing students to find a job and to perform well in their work and other factors related to educational and occupational attainment such as racial/ethnic discrimination and sex-role attitudes.

E. Fourth Follow-Up Instruments

The Fourth Follow-Up Questionnaire was designed to collect information seven and one-half years after high school graduation. At that time, most sample members could be expected to have entered an adult work and/or family role. The time points covered were 1977, 1978, and 1979, and items were related to these important early adult years. In addition to the basic study items, which remained basically unchanged to ensure continuity with previous follow-up questionnaires, and the general development model, net questionnaire items were added that would collect information appropriate to the respondents more advanced stage of life and social development. Since the survey reviewed a longer period (3 years) than prior surveys, unusual care was exercised in choosing and, if necessary, modifying some questionnaire items.

In addition to the student questionnaire, the fourth follow-up survey included two additional instruments: (1) the Retest Booklet; and (2) the Supplemental Questionnaire. The Retest Booklet consisted of the vocabulary and mathematics sections of the base-year test battery. The purpose of the Supplemental Questionnaire was to collect missing critical data items from active sample members, to fill in significant gaps in sample members' histories

since one of the most important resources in a longitudinal file is a complete data record for each individual. Eleven different forms were developed. Five of these forms were related to postsecondary enrollment status at the five time points 1972-1976, five were related to work status at the same time points, and one was related to highest educational attainment in 1976. The set of forms provided to a particular sample member was specifically tailored to that sample member's pattern of missing responses.

, III: CHANGES AND CONTINUITIES IN THE QUESTIONNAIRE

Throughout all four follow-up surveys the questionnaires were designed so that the basic longitudinal study items found in the base-year survey remained unchanged in order to insure comparability in cross-time analyses. Most of the items measuring work and educational goals, performance, satisfaction, plans, and aspirations are exactly the same on each follow-up questionnaire, changing only dates as appropriate or, if necessary, directions for answering. Most items were consistently referenced to what the respondent was doing the first week of October of each year, including any intermediate years between follow-ups.

Changes did exist in regard to other items that were included in the various questionnaires. The various reasons for these changes can be subsumed under four major headings:

- Item revisions to improve clarity. Based on empirically determined rates of inconsistent or otherwise indeterminate responses to particular items or sets of items, the wording of item stems and/or alternative response options were changed in an attempt to improve respondents' understanding of the intended meaning of the item.
- Item additions or revisions to obtain measures of subsequent constructs in the general educational development model. The model presented above in Figure I introduces constructs in later stages that are not present in earlier stages. Consequently, items to measure these constructs were added in later follow-up instruments and items measuring earlier no-longer-applicable constructs were dropped.
- o Item additions or revisions to focus on critical developmental time periods. The various surveys corresponded to different periods of potential transition of individuals within the postsecondary education

system or from postsecondary education to the labor force. Items related to these transition points were typically addeded or appropriately revised for the survey instrument corresponding to such time points.

Item additions to meet immediate information needs of Federal agencies. The dynamic nature of changing Federal foci, priorities, and policies leads to differing information needs on policy planners over time. Items requesting information relevant to needs at a particular point in time were included in questionnaires as appropriate.

Chapter 4

Administration of the NLS Surveys: The Design Study, Base-Year and Follow-Ups

I. DESIGN STUDY

During the 1970-1971 school year, questionnaires and procedures planned for use in the NLS base-year survey were tested by RTI on a group of students who were seniors in the spring of 1971. This same field trial sample was used to evaluate all instruments, from 1971 through the fourth follow-up, for testing monetary and other incentives to increase response rates, for determining the effectiveness of various formats, and for evaluating various tracking devices. Also, the field trials provided some approximate estimates of cost and variance components for the design of a national sample.

The field test sample consisted of 900 students from a sample of 96 schools in 9 states designated by NCES. These 96 schools were the schools of primary interest and study; however, 8 special schools with a high percentage of students from 2 minority groups were also selected for study: 4 schools in New York City with a high percentage of Puerto Rican students and 4 schools in Los Angeles with a high percentage of Mexican American students.

The initial design study, employing the field test sample, permitted tryouts of initial draft instrumentation and procedures. A careful effort was made to enlist fully the advice of the teachers and administrators in the sample schools. The proposed base-year questionnaires and record forms were mailed, with instructions, to each participating school in the field trial sample. In order to determine the content and availability of school records across schools, and in order to compare data collected by mail with data collected by personal visit, 16 of the regular sample schools and 4 of the special schools were visited.

Based on the Design Study pretest, a number of recommendations were made. Some had to do with the time and schedule required for sample selection and data collection, as necessary to permit the schools to assemble the requested data, and with improving the clarity and specificity of the administrator manual. Others involved the identification of information requiring special effort to collect, or that appeared unduly sensitive.



A large number of recommendations, in areas of sampling, questionnaire content, and survey administration and procedures, arose from the initial field study (Horvitz et al., 1972) and from subsequent experience with this sample. Not all recommendations were followed, of course, due to later contingencies of scheduling and budget. Nevertheless, the relatively extensive design study and pretest provided many useful and necessary parameters for the larger and more complex activities that followed.

II. BASE-YEAR STUDY

In the spring of 1972, the base-year survey of the NLS was conducted by the Educational Testing Service (cf., Hilton and Rhett, 1973). A total of 19,001 seniors from 1,062 public, private, and church-affiliated high schools participated. Each student was asked to complete a Student Questionnaire and to take a 69-minute test battery. Survey Administrators were asked to fill out a school record information form for each student, as well as the School Questionnaire which provided information about the school's programs, resources, and grading system. In addition, school counselors were asked to complete a special questionnaire designed to provide data about their training and experience.

Prior to the administration of the survey, ETS used the following sequential process to secure cooperation and participation from the schools. In each of the 50 States and the District of Columbia, NCES requested the Chief State School Officer (CSSO) to name a state coordinator (typically a staff member in the state education department); ETS then worked through each state coordinator in contacting the superintendents of school districts in which sample schools were located. With the approval of the appropriate superintendent. the principal of each school selected in the sample was contacted. Principals were then informed of the prior approval of the state coordinator and of the district superintendent, invited to participate, and asked to designate a survey administrator to oversee data collection in their schools. The administrator then secured the voluntary participation of students selected, called the students together for the administration of the instruments and returned completed questionnaires and record forms to ETS. Numerous receipt control checks were performed at ETS, and survey administrators cooperated with ETS staff in follow-up operations to complete missing data.



of \$50 was paid to the school or to the administrator at the discretion of the school, unless other procedures were arranged by the state coordinator or district superintendent.

Roman Catholic schools were contacted through the National Catholic Education Association in Washington rather than through diocesan channels. Parallel permission paths were constructed for other denominational schools; private nonsectarian schools were usually contacted directly.

Several problems arose as the work progressed. In some states, the state coordinators requested that all materials be sent directly to them for further distribution and communication with the schools. Modest delays had been expected in those states; however, materials forwarded through state coordinators often took six weeks longer than the direct shipments. Problems were also encountered in several large city school districts. First, the probability sample of schools within such districts appeared arbitrary and raised questions about why the sample was not representative within the district itself. Second, several large cities had prior regulations of which ETS staff were unaware. Los Angeles, for instance, had required parental signed permission for student participation in previous studies, and the Chicago Board of Education had recently ruled that no test batteries were to be given in connection with any study in the city schools. Other exceptions to the planned procedure included states in which no honoraria were to be paid, as well as two states which had accepted the offer to construct supplementary samples within the state so that state data would be comparable with national data.

The overwhelming problem was time: since the study had started in the beginning of February, materials to send to schools along with requests for their permission to participate had to be prepared very quickly. Even less time was available for preparation and transmission of the informational materials for state coordinators and district superintendents. If a school refused to participate, or could not participate within the time frame afforded, a backup, or secondary, sample school had to be drawn from the sampling frame. Communications to gain participation began again through various levels. Thus, if the state coordinator, district superintendent, and principal of a selected primary sample school took some time to make a negative decision, very little time was left while schools were still in session to contact the backup school.

Six weeks after the start of the study, over 900 district superintendents and over 1,100 school principals had been contacted, and 61 schools had agreed to participate. To increase school participation, telephone calls to superintendents and principals were made in an attempt to solve problems and answer questions. Additionally, mailgrams were sent to those school officials who had not yet reached a decision regarding participation. During this time, the sampling team had selected and contacted 40 backup schools as replacements for primary schools that could not participate. ETS staff began to seek approval by telephone from State coordinators and district superintendents so that the principal might be contacted directly with survey materials.

About nine weeks after the study began, ETS recontacted superintendents or principals who had refused to participate to ascertain the reasons for refusal. ETS offered by telephone to send ETS or NCES staff to the school to give whatever assistance might be necessary for participation; however, this offer was never accepted. It was believed that one reason for the refusal was that familiarity with school records was a necessary prerequisite to giving aid; thus, schools may have been reluctant to spend the time orienting ETS personnel. Negotiations with several of the large districts resulted in some local modifications to procedures (e.g., the exclusion of the NLS test battery). Procedures for data collection were also shifted so schools could collect data any time up to four weeks before their closing date, and thus provide time for followup of missing data while students were still in school.

By the end of June, over 1,100 schools had contributed data to the base-year study. This group consisted of about 83 percent of the schools contacted in the primary sample. Telephone follow-up activity continued to assure that all student data collected during the school year, and any missing school or counselor data that could be provided, were returned to ETS. These efforts; however, proved not to be particularly fruitful.

III. FOLLOW-UP SURVEYS 3

The important problem of sample attrition must be considered with all longitudinal studies; the fact that the NLS sample was a cross-section of the general population of high school seniors, young, and highly mobile, compounded the difficulties of follow-ups. Accordingly, special attention and effort was

invested in keeping in touch with, motivating, and developing rapport with the individuals in the survey sample to insure their continued participation.

Among the methods used by RTI and NCES to prompt a high response rate included incentive payments, mailing of additional questionnaires, mailgrams, reminder postcards, and follow-up telephone calls and personal interviews. Procedures to maintain rapport and interest in the study included thank-you letters, newsletters, and wallet-size cards (that also served as change of address cards) for each respondent indicating NLS involvement.

The process involved in conducting the four follow-up surveys was very similar; however, there were some additional unique activities during the first, second and fourth follow-ups. At the time of the first follow-up, additional students and schools were added to the study sample through the resurvey effort. Concurrent with second follow-up data collection activities, a special survey operation was initiated to obtain from some respondents missing activity state information. The additional activities during the fourth follow-up were administration of the Supplemental Questionnaire to collect key work and educational history information that had not been obtained in previous follow-ups, and the retesting of sample members with a subset of the base-year test battery. Other than these special data collection activities, the follow-ups were generally carried out in the manner described in the following sections.

A. Use of Newsletters

NLS newsletters were mailed to study participants in the late summer, approximately two months before the questionnaires for each follow-up were to be mailed. The newsletters, which were designed to serve several functions, reviewed the purposes of NLS, described participation levels, summarized major findings, announced that the follow-up was beginning, stated that a question-naire would be mailed shortly, stressed the importance of continued participation, and requested that the respondent return an enclosed postcard verifying current address or showing the needed corrections. The newsletters encouraged the respondents to continue their participation in the study by stressing the importance of each individual's contribution. In addition, the newsletters allowed RTI valuable lead time in locating respondents for whom addresses had changed and permitting the updating of addresses prior to the questionnaire mailout (cf., King, 1981).

B. / Tracing Activities

In preparation for activities to track NLS nonrespondents, RTI established a Telephone Tracing Department. RTI survey specialists recruited and trained staff, installed special telephone equipment, and prepared a detailed procedural manual on tracing. Sample members for whom newsletters were returned as undeliverable were traced by this department before each follow-up to secure correct addresses. Tracing continued through the fall and winter as undeliverable questionnaires were returned. For tracing purposes, information types and sources (gleaned from previous questionnaires and school records) were:

- Name, address, and telephone of parents, guardians, or relatives.
- Names, addresses, and telephone numbers of two people who would always know how to get in touch with the individual.
- Name and location of postsecondary school the individual attended or planned to attend.
- Name and location of the individual's employer.
- Neighbors of the individual or his parents.
- · Principal or other contact at the secondary school attended.
- State or registration and identification number of driver's license.
- Local government agencies.
- Armed forces locator services or DOD rosters.
- Institutional records (i.e., prison, police, mental).
- Local credit bureau or a similar organization.

As new addresses were obtained from the tracing activities, returned mail, or other sources, the computer file of names and addresses was updated.

C. Mail Survey and Follow-Up Procedures

Using the continuously updated name and address file, questionnaires for each follow-up were mailed in the early fall. When necessary, second questionnaires were mailed as a result of tracing activities. The events following the mailing of the questionnaire that were designed to increase the response rate included: (a) mailing of a thank-you/reminder postcard; (b) mailing of a prompting postcard; (c) second questionnaire mailout; and (d) mailing of a second prompting postcard; and (e) mailgram requests to complete the questionnaire. It should be noted that \$3.00 incentive checks were mailed with the questionnaires to respondents in the third and fourth follow-up surveys to increase the participation rate (cf., Wisenbaker, 1981a; King, 1979).

As stated earlier, all regular follow-up student questionnaires were designed for self-administration. A mail response rate of over 60 percent was achieved in each follow-up wave. To improve data quality, telephone follow-up interviews were initiated to individuals for whom responses to key items were incomplete or inconsistent.

D. : Field Interviews

Following the mail survey and telephone calls in the first follow-up data collection activity, the names and addresses of those sample members who failed to mail back their questionnaires were then turned over to the Bureau of the Census for personal interviews in accordance with a Bureau arrangement with the U.S. Office of Education. For each of the subsequent follow-up surveys, RTI coordinated the activities to locate and conduct personal interviews with mail nonrespondents. RTI central staff developed the training manuals for the national network of survey specialist interviewers in the field who served as field supervisors and field interviewers. They were provided with names and addresses of nonrespondents in their area and directed to administer the questionnaire in person (or by phone in third and fourth follow-up surveys).

IV. QUESTIONNAIRE RESPONSE RATES AND PATTERNS

Due to the extraordinary efforts in maintaining contact with individuals, tracing activities, and intensive data collection activities, the response rates to the various student questionnaires have remained quite high over the approximately 10-year period of NLS operation. Response rates based on total sample size for each of the questionnaire surveys are provided in Table 3. In practice, not all members of the total sample were eligible for survey in the several follow-up surveys, due to death, incapacitation, institutionalization, prior refusal, etc.; consequently, the follow-up response rates for the eligible target population, toward which actual data collection efforts were directed, were considerably higher than those indicated in Table 3 (such rates were never lower than 89 percent).

The patterns of responses for all possible combinaton of questionnaire returns for base-year and follow-up surveys are given in Table 4. Of those who were in the sample during the base year, 68 percent responded to all of

the student questionnaires. Considering the resurvey and augmentation additions, who were added prior to the first follow-up, 74 percent of the final sample returned all follow-up questionnaires.

Table 3. -- Student questionnaire response rates

1	• •				
	Base-year	First Follow-Up	Second Follow-Up	Third Follow-Up	Fourth Follow-Up
Number Returned	16,683	21,350	20,872	20,092	18,630
Sample Size a/	19,001*	23,451†	23,451	23,451	23,451
Availability Rate	80.80%	91.04%	89.00%	85.68%	79.44%

Based on the actual eligible student sample from the extended frame of 1,318 schools. By the end of the first follow-up there were no empty or partially filled strata, but some strata contained extra schools.

NOTE. -- Actual response rates to data collection are somewhat higher, since only subsequently eligible sample members were surveyed in each survey (e.g., prior refusals and sample members know to be deceased were not surveyed); thus reducing the denominator from the reported value of 23,451.

^{*} Does not include 4,450 students added to sample through the resurvey and augmentation sampling.

Timeludes 329 students from "Extra" schools that were not surveyed during this follow-up.

Table 4.--Response patterns for base-year and follow-up student questionnaire surveys

<u> </u>		Re	esponded To:		
		1	Third Follow-Up Key	Key	
Base Year	First Follow-Upa/	Second Follow-Up	Questionnaire Items b/	Questionnaire Items b	Number of Students
No	No	No.	No	No	799
No -	No	No	~ No	Yes	. 0
No	No	No	· Yes	No	21
, No	No '	No	`Yes	Yes	99
No	, No	Yes	No	No	7
No	No	Yes	` No	Yes	9
No	No	Yes	Yes	No	16
No	No	Yes	Yes	Yes	102
No	Yes	No	No	" No	295
No	Yes	No 1.	No	Yes	14
No	Yes	No	Yes	No.	28
No	Yes	No	Yes	Yes	84
No	: Yes	Yes	· No ·	No	302
No	Yes	Yes	^ No	Yes	89
No	Yes	Yes	Yes	No	517
No.	Yes	Yes · `	Yes	Yes	4,386
Yes	No	No ·	No ,	No	439
Yes	No .	. No	No	Yes	- 47
Yes	'No	No	Yes	No _	3 , 1 *
Yes	No	No	.Yeş	Yes	15
Yes	No	Yes	No ,	No	49
Yes	No	Yes	No	Yes	17
Yes	No '	Yes	Yes-	No	65
Yes	No ·	Yes	Yes	Yes	413
Yes	Yes	No	No	No	475
Yes	Yes	- No	· No	Yeš	29
Yes	Yes	No	Yes	. No	65 \
Yes	Yes	No '	Yes_	Yes	. 166
Yes	Yes	Yes	No	No	608
Yes	Yes	Yes	` No	Yes	180
Yes	Yes	Yes	Yes	No	1,132
Yes	-Yes	Yes	Yes	Yes	12,980
Total	· ·	•	· · ·		23,451

Forms A and B are not differentiated.

NOTE. -- Does not include specific questionnaire or activity state items obtained through the Activity State or Supplemental Questionnaires.

 $[\]frac{b}{}$ Includes telephone interviews.

Chapter 5 Data Preparation and Data Quality

I. AVAILABLE NLS DATA FILES

Several years of NLS survey and analysis effort went into the first NLS public release file and a supporting User's Manual (Levinsohn, et al., 1975), prepared in 1975 for utilizing the base-year and first follow-up survey data. The following year, the 1976 public release file was prepared and released, containing an additional year of survey data from the second follow-up as well as updates to portions of the base-year and first follow-up data (cf., Levinsohn, et al., 1976). These updates included additional data obtained during the special activity state survey and from base-year-administered School Record Information Forms and School Questionnaires which were not completely processed until after the 1975 data base was released. Also in 1976, a master file and a school file were prepared and documented (Lewis and Levinsohn, 1976). The 1976 master file contained all the information in the 1976 public release. file, plus a set of restricted items not available to the general public because of confidentiality restrictions, and the 1976 NLS school file contained a base-year School Questionnaire for each NLS high school and served as a companion file for the other student-oriented files. Following the third follow-up survey, all information contained in the 1975 and 1976 release files was supplemented and released as the 1978 public release file (cf., Levinsohn, et al., 1979). Following the fourth follow-up, a merged NLS data file was Information included in the previous release files, containing base-year through third follow-up data, was supplemented with data collected during fourth follow-up operations on three instruments: the Fourth Follow-Up Questionnaire, the Supplemental Questionnaire, and the Retest. An updated school file containing appropriately adjusted weights for analysis of schoollevel data was also produced during the fourth follow-up. These files and their documentation (Riccobono, et al., January 1981; Henderson and Levinsohn, 1981) are the archival records of the NLS surveys and represent the basic analytic resource of the NLS.

II. PROCESSING THE BASE-YEAR DATA

Educational Testing Service produced two computer files containing the data from the five base-year data collection instruments. The major phases for preparing the base-year NLS data (detailed in Hilton and Rhett, 1973) were: (a) the data scan-edit phase; (b) the data follow-up phase; (c) the data transcription phase; and (d) the data editing computer phase, Following the receipt and check-in of materials, the manual scan-edit phase was implemented. During this phase, all survey documents (including testing documents) were scanned to insure that the individuals who completed the questionnaires were indeed the people chosen from particular schools as sample members. The student and counselor questionnaires were reviewed to determine that key items had been answered and that skip patterns in the Student Questionnaire (SQ) had been correctly followed. All errors, omissions or problems were noted and questionnaires requiring follow-up were set aside. Completed documents were batched together and sent to be keytaped and verified, except for the answer sheets of the students' test books, which were prepared for machine scoring.

The data follow-up phase was another manual/clerical activity in which all materials needing follow-up as a result of the scan-edit operation were examined and decisions were made for the appropriate follow-up action. Where appropriate and feasible responses to previously indeterminate data were obtained and transferred to the original documents.

After the scan-edit phase and any necessary follow-up operations, the data transcription phase was initiated. During this phase, the following documents were keytaped and verified: (a) student questionnaire; (b) student questionnaire cover pages; (c) School Record Information Form; (d) counselor questionnaire; (e) school questionnaire; and (f) Batch Header Sheets. The answer sheets of the test book were transcribed to tape by optical scan equipment; staff members handscored approximately 100 answer sheets to verify scoring accuracy.

The final phase of processing the base-year data involved a machine edit through a computer system. The edit program involved checks for consistency out-of-range responses, and omissions for each document type (Student Questionnaire, Counselor Questionnaire, etc.) and verified counts across schools and students. Two files were produced: one contained all records that passed edit, the other contained all rejected records. The program applied corrections

to both the clean file and the reject file; the corrections were, for example, changes of school code and ID number or deletions of records. Once the corrections were applied, the reject file and the clean file were merged or sorted. The files were then recycled through the edit program along with any new raw data. This process was continued until there were no rejects.

III. PROCESSING THE FULLOW-UP DATA

Data preparation activities for the several instruments collected during each of the four follow-ups were quite similar, with some minor exceptions. At each phase of processing, appropriate event entries were made to the automated survey support gystem so that there could be constant monitoring of the location of all questionnoires in the document flow and subsequent machine processing steps.

Returned questionnaires were processed through a central check-in point. Each respondent's ID number and the batch number of the questionnaire were noted and transmitted to the data processing section for entry into an automated survey support system. Batches were then processed by pre-machine (manual) editing, in which certain checks were made to ascertain if each questionnaire contained a minimum set of critical data; any necessary manual coding of responses to certain items was performed at this stage. Questionnaires that passed this manual edit were then transmitted for direct data entry. Those questionnaires that failed the manual edit were assigned for telephone follow-up contact with the respondent to resolve problems uncovered in manual edit. After resolution, these questionnaires were also transmitted for direct data entry. After data entry operations, questionnaires were placed in temporary secure storage prior to microfilming and eventual destruction.

Following the data entry process, all NLS data were extensively edited by computer prior to releasing files for public use. This machine edit process involved rigorous checking of all routing patterns within an instrument as well as range checks for all items and inconsistency checks for appropriate items. "Hard copy" or source document checks were required in some cases for error resolution. During these edits, specific codes were entered in the file to account for various types of indeterminate data and, where possible, "logically recoded values" were computed including, in each case, an indicator for the reasons for such a recode.

Several data quality indices were also developed during file preparation and have been included in the NLS data file. The quality indices indicated for each individual and each instrument the amount and quality of information present in that individual's record. Four basic types of indices were computed: consistency indices, out-of-range indices, routing indices, and completeness indices (cf., Riccobono, Burkheimer, and Place, 1981). Also during file preparation, a number of composite variables were constructed. Each composite (e.g., SES, ability level, educational attainment) was constructed from several variables and required a number of steps in its derivation. A complete list of composites derived from NLS survey data is available (Riccobono, et al., January 1981) along with detailed documentation regarding their derivation.

IV. DATA QUALITY

As suggested by the brief description of the careful and extensive data processing procedures, the quality of data in NLS release files has been a major concern during the operation of the study. To the extent possible within recognizable boundaries of time and budget, every effort has been made to ensure both complete data and a true representation of data provided. For uncorrectable response quality, the probable reasons for nonresponse have been directly indicated and potential inconsistencies in responses have been identified and also directly indicated on the data file (cf., Riccobono, et al., January 1981).

Quality control has taken place at each of the three basic stages of data processing: initial manual processing, data entry, and machine editing. A major quality control feature is available through the survey control system, which virtually eliminated the potential for mismatching of the several instruments and for multiple entry of instruments. The entire manual edit procedure was instituted to ensure completeness and consistency among key items of the questionnaire; if these key items were unanswered or inconsistently answered and could not be resolved by recourse to other provided responses, then attempted resolution by telephone contact with the respondent was initiated. A 10 percent spot check of all such telephone contacts was implemented through "silent phone monitors" to ensure that procedures were correctly carried out and responses appropriately recorded (cf., King, 1981). Manual coding of alphabetic information into numeric form was another step in ensuring the

accuracy and completeness of NLS data (although some alphabetic information not suitable for numeric coding was entered directly onto the file). Easily usable conversion tables were initiated to ensure that this coding was performed correctly and a 5 percent check of all work was implemented (cf., King, 1981).

Quality control at the data entry stage was facilitated by the use of programmable direct data entry terminals. Not only do direct data entry display units allow the operator to easily detect and correct errors at time of initial keying; but also the programmable nature of the entry terminal allows machine checks for out-of-range values and certain inconsistencies. Consequently, this procedure typically results in considerably lower keying error rates than standard keypunch procedures (as well as early detection of actual response indeterminacies). For keying of directory data (required for contacting and/or tracing individuals), 100 percent verification of initial keying was performed. For other data, error rates were determined by rekeying a 5 percent sampling of data for each operator and batch; batches with greater than 1 percent keystroke error rates were completely rekeyed. The keystroke error rate maintained for NLS data was less than two-tenths of 1 percent (cf., Henderson and Allen, 1981).

The principal purpose of the machine edit procedures was to identify and document errors rather than the reduce them, since at that stage of processing the only available resolution process was logical or statistical imputation. The philosophy adopted was to leave such imputation procedures to users of the file rather than to force a particular procedure on all users. Nonetheless, the identification of specific types of nonresponse, flagging of certain inconsistency types, and computation of the several data quality indices provides an unusually complete documentation of the types and the extent of error remaining in the NLS data (cf., Wisenbaker, 1981b).

Chapter 6 Use of the NLS Data

The overall purpose of the MIS is to provide a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. It is not surprising, then, that the specific topic most often addressed by researchers utilizing NIS data has been, thus far, issues . related to postsecondary education. As illustrated in Table 5, which presents the number of NLS-based studies known to be in existence through January 1981, the postsecondary education studies have focused on access, aid and persistence. The table also shows that a substantial number of the studies have dealt with various methodological considerations. This is due, in part, to NCES tradition to assure knowledge of data quality and the fact that many reports were produced by RTI as a result of contractual commitments. Also, since studies like the NLS that contain repeated measures on the same subjects over time are somewhat unusual, several reports were written to document and develop the analytical tools for dealing with such data. A smaller number of, studies exist that investigate secondary education, vocational/technical education, psychological development, and other issues.

Now that the fourth follow-up data have been released to the public, the primary focus of NLS research may shift toward studies of labor force participation, career development patterns, and family/lifestyle activities. The data were gathered seven and one-half years after the respondents left high school and should reveal the sample members' adult life patterns believed to be strongly influenced by the educational experience.

As to the frequency of the use of NLS data, Table 6 provides information about the number of reports issued each year since the study began in 1972. After 1974, when the second follow-up data became available, the number of reports issued per year has been consistently high. It is expected that the number of studies in the next few years will . In high; 41 studies were known to be in progress in January of 1981.

The NLS was designed for use by the general research community including social science graduate students embarking on their first piece of empirical research as well as established scientists working on Federally funded contracts. For more information regarding NLS data users, the reader is referred to Levinsohn and McAdams (1978).

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Table 5 .-- Number of NLS studies by subject area

Subject area	. N
General description (summary of survey data)	28
Labor force participation	27 . ·
Methodology	• •
O Data collection procedures	18
O Imputation and analysis strategy	11 .
• Instrumentation	5 ;
• Measurement, property	r 7
Nonresponse bias	4.
O Sample design and effects	18
Variable and file constructon	18
• Weight calculation	5
Military service	4
Personal, career, or psychological development	27
Postsecondary education	
· Access	68
Basic patterns of college attendance Race/ethnicity and sex differences Financial aid	3 6 24
° Performance	37
O_Vocational-technical education	6-
Secondary education) 1
O Student characteristics	14 .
O School or program effects	20
Women	9
Other (history, objectives, conceptual model, analysis priority, etc.)	25

The classification of subject areas was based upon the 279 studies known to be in existence by January 31, 1981.



NOTE. -- A report could be entered in more than one subject area, thus there are 384 entries for the 279 studies.

Table 6 .-- Number of reports issued in each year

*	Year .	•	Number of reports issued	
	1972		2 .	₹
	1973	ı	7	
1.	1974	i 5	15	
	1975	•	38	
	1976		53	
	1977	ı.	36 ·	•
	1978	•	é 41	•
<u> </u>	1979	•	37	4
٠	1980		41	
•	1981 (by January 31)		8	
	Total &		278	

NOTE. -- The date of one study is unavailable. /

The document reports the results of an informal survey of over 120 NLS data base users. The users' names, addresses, and their universities or institutions are listed as well as user reports of several topical areas. These include:

(1) dissemination of data tapes and occumentation; (2) reaction to general tape format; (3) user reaction to coding of the data base; (4) user reaction to documentation; (5) data processing of the NLS data base; (6) additional data bases for the NLS; and (7) summary and conclusions.

NLS-based reports have appeared in a variety of publications as illustrated by Table 7. The majority of study reports thus far are products of grant or contract research, with NCES as the primary sponsor. There have been 51 papers presented at professional meetings and conferences, primarily those sponsored by the American Educational Research Association and the American Psychological Association. The number of articles appearing in professional journals has increased notably in recent years. In 1977, only 7 journal articles based on NLS data were identified; by the end of 1980; the number had grown to 32.



Table 7.--Types of reports involving NLS data to January 1981

Type of publication	Frequency
Books	3
Journal publications	32
Papers presented in meetings	51,
Unpublished dissertations or papers	44.
Government publications	. ,30
Grant or contract reports	119
Total	279

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Appendix A

NLS Survey Instruments

Appendix A NLS Survey Instruments

60

This appendix contains the following NLS survey instruments:
Student Questionnaire
Student Test Book
School Questionnaire
Counselor Questionnaire
Student's School Record Information Form
First Follow-up Questionnaire
Second Follow-up Questionnaire
Third Follow-up Questionnaire
Activity State Questionnaire
Fourth Follow-up Questionnaire

Supplemental Questionnaire



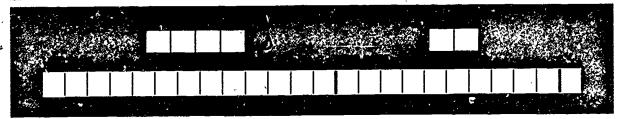
Dear High School Senior:

Thank you for accepting the invitation to participate in the NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972. The answers you and other students provide will help in the continuing effort to plan new and better school programs for future students across the United States.



NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972 -

Student Questionnaire





Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY EDUCATIONAL TESTING SERVICE | PRINCETON, NEW JERSEY
SPRING 1972



Social Showity Number	1.

DIRECTIONS

- This questionnaire is divided into sections of questions. All students are asked to start by answering questions in the sections lettered A, B, and C. Then you will be asked to follow the directions to answer questions in the sections that apply to your particular plans for the year after you leave high school.
- Read carefully all directions for each question you answer. It is important that you follow these directions carefully.
- When you are asked to circle a number, please make a heavy black circle. Here is an example.

What grade are you in?	(Circle one.)
Grade 9	
Grade 10	2
Grade 11	· · · · · · · · · · · · · · · · · · ·
Grade 12	④

- Circle as many numbers as the directions indicate for each question you answer.
- Completely erase any answers you wish to change.
- When you have completed the questionnaire, put it in the envelope that has been given to you and seal the envelope. No one at your school will see or read your answers.

This questionnaire is not a test. You may omit any question that you or your parents would consider objectionable.



School Code	Student-Nu	Student-Number		
		٠ .	•	
	Date of Birth			
Sex Maje	(Circle enc.)	Me.	Dey	-Year
Female	2	1	- 1-	

Please complete the information above.



SECTION Your high school experiences..

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

1. When do you	u expect to graduate from high school?	(Circle one.
	I will leave high school before I graduate	1
	Now through June 1972	2
	July or August 1972	3
•	September 1972 through January 1973	. , 4 *
	February through June 1972	5
,	After June 1973	6
J.		
2. Which of the	following test describes your present high school	
	10	(Gircle one.
·	/ General	•
- ,	Academic or college preparatory	2
	Vocational or technical:	
,	Agricultural occupations.	3
	Business or office occupations	4
	Distributive education	5
•	Health occupations	6
,	Home economics occupations	7
	Trade or industrial occupations	8



3. How important was each of the following in influencing your choice of your present high school program?

		•	· · Net important	Somewhat important	Very important
Your parents.		 		2	3
A relative other	than your parents		1	2. ,	3
A guidance cou	neelor.	. ,	1	2	3
A teacher other	than a guidance courselor			2.,	3
	r assistant principal				
Clergymen (mi	nister, priest, rabbi, etc.)		1	2	3
An adult not m	entioned above		. . 1	2	3
Friends your or	75. age 			2	3
Yourself			,1		3
	; it was the only program avails				
	; I was assigned to it				

4. How often has each of the following been used in the courses you are taking this year?

(Circle one number ón each line.)

	(Citale due umunet ou escu muer)				
•	Never	Seldom	Fairly often	Frequently	
Listening to the teacher's lecture	, 1	.2	3	4	
Participating in student-centered discussions.					
Working on a project or in a laboratory					
Writing consys, themes, poetry, or stories					
Going on field trips					
Having individualized instruction (small groups or one-to-one with a teacher)		-		n to ski	•
Using teaching machines or computer-assisted instruction,					1/
Watching television lectures	1	2		4 .	Ì

5. Which of the following best describes your grades so far in high school?

. (Circle one.)

Mostly A. (a numerical systage of 90-100)	Ţ
About half A and half R (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C-(70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8

		(Circie e	ne number en e	each line.)	
			have not participated	Have participals in this program	
Cooperative '	Vocational Education Program (Co-op Prog	ram)1	ž	3	
	Vocational Education Work-Study Program				
Neighborhood	d Youth Corps		2	3	
Talent Starch	i	. 1	2	3	
Upward Bou	nd,	1		····3 ~	
			•	/	
Approximatel	y what is the average amount of time you s	pend on homework a v	veek?		
		(Circie one.)		* ,	
	No homework is ever assigned			·	
•	I have homework but don't do it			,	
· · · · ·	Less than 5 hours a week				
. 11 -	Between 5 and 10 hours a week	. , 4			
	More than 10 hours a week		,		
F 3	*		•		
On the averag	ge over the school year, how many hours p	er week do you work	in a paid or	unpaid jo	
(Exclude vaca			·	- ·	
,	None	(Circle one.)	· .		
	None	•	•	_	
	6 to 10 hours.			_	
•	11 to 15 hours.				
	16 to 20 hours.	, , , ,	, 1	<	
	21 to 25 hours.		- j.		
*	26 to 30 hours.		•	,	
*	More than 30 hours.		*		
	Transfer delication in the second				
• ,		•		•	
Do any of the	following statements describe your work?	(Circie or	e number on e	ack line.)	
۸.,	· · · · · · · · · · · · · · · · · · ·	Yes		l do not wo	
My job is rels	ted to my studies				
	to work I'd like to do in the future,				
	on the weekends		-		
	during the week		•	,	
	• • • • • • • • • • • • • • • • • • • •	,	,		
Α .		* 34		· -	

ERIC

				1	-		,	Have	Have
	14.44	•			•	•	Have net participated	participated actively	as & look or office
,	Athletic teams	, intramurals	lettern	an's clt	ıb, sports c	lub	1	, 2	3
	Chestienders, p	pep club, maj	jorettes.	,.					··/· · · · 3
	Debating, dram	na, band, ch	prus:	\			1	2	43
	Hobby clubs a	uch as photo	graphy,	model b	wilding, ho	t rod,	•	۰,	•
	Honorary club	Hans	4 01-1	1	TT		1		3
	School newspay		1	1		-		•	
	School newspay	•	1	1					
	business, art	matoer clube	Juca a		, mucory, u	mguago,	1		3
	Student counci	il, student go	vernmer	nt, polit	ical club	<i>.</i>	1,		3
	Vocational edu	cation clubs	such as	Future	Homemake	rs. Teacher	D.		,
`	Farmers of A	America, DEC	A, OBA, I	PBLA, OF	VICA		1		3
				-].	· · · · · /	•			
1.	Do you feel tha	et vou can us	ually ge	t to see	a guidance	sounselor v	when you wan	t to or need	to?
-	, , , , , , , , , , , , , , , , , , , ,	.,			./	!	(Circle one.)		•
	•	Yes					1		
		No, but my	school	does ha	ve a guidan	ce counselo	ŕ .	÷	·
		No, my sch	1		-				
		I have neve	3	'	1		,		1
•	,		1		/1	,	•	+	•
				/					
	Does your guid	lance counse	ior usus	IIIY NEVE	tne intorm			·	_
				1			- (Circle one.)		
,		-Xeserer					' \		
-		K. but my	1			•	1		•
	<i>:</i>	No, ny sch	1	4 1	. آ	•		\	ļ
	. •	I have neve	r needed	1 10 860	a guidance	counselor	• • • • • • • • • • • • • • • • • • • •		
			Ì	,	-		1 -		•
3.	How often have	e you discuss	ed your	plans f	or after hig	h school wit	th the followin	g people?	
Ż	. :	•.	6 4			_	(Circle on	e number on o	nach line.)
	•	,	1 ' (~ 1			1	Never	Seidom	Often
	Your parents.			- 1	11		,1,		
	A relative other	, -	_		4 1	_	_		
	A guidance cou	ancelor	,	<u>.</u>			1	. 2	. 3
^	A teacher other	e than a guid	lance co	unselor.			11	2	∖ä
	The principal o								
- *.	Clergymen (mi	inister, priest	, rabbi,	etc.)			1.	2.;	\3
	State employm	sent service o	ficer	• • • • • • • •			i	2	3
	An adult not n	nentioned ab	D Ve		1			l 2	3
	Friends your o	wn age				٠	1	2	3
74		7.1	; .	. 1	1 1		,		1
7		2 X %	2		1 1 -				

How snuch h	as each of the fellow	ring. persons influ	nced your pla	ns for after hi	sh eshool?	
	•	٠,			ie number en e Semewhet	
Vaim manada		, :	, ,			
A valetime et	her than your peren			1	2	3
A midana	connector beren			1	2	3
A tracker of	her than a guidance	connector a	A* .	1	2	3
The minning	il or assistant princip	nel -		• • • • • • • • • • • • • • • • • • • •	2	3
Clearmen (minister, priest, rab	hi etc.)		1	2	3
	yment service officer					
	t mentioned above		•		. 1	
	r own age.					
	· · · · · · · · · · · · · · · · · · ·					
**************************************	*		```		Ī	
,			į		أ	•
Have your to	pachers or counselor	's ever tried te-infi	luence your pla			
	* "	. "1		· .	ne number en e Didn't try te	
		'.	1	niacon Lugan	influence me	me
To go to coll	lege			1,	2	3
	cational, technical, b					
To enter an	apprenticeship or on	ı-the-job training ;	or agram			3
To enter the	military service					3
To get a job	immediately after h	nigh school			∫2	3
, , ,	, ,	·c		-	1.	-
What do ma	st of your close frien	ule nien to do nevi	veer?	•		
What do mo	storyour cross man	has brain as has now	. ,	(Circle one.))]	
<u>, </u>	Enter the militar	ry service	ا چېمه ۲۰۰۰ محج	,,g 1 🦿		
-	Go to vocational	l, technical, busine	es, or			
	trade schools.	••••••				. —
•		bomemakers				
,				4		
		sehips or on-the-jo		R	+	
.\ .					•	
λ i	Go to work full-	time		6		

I don't know Other.... SECTION Your attitudes and opinions . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

17. How much has each of the following interfered with your education at this school?

	(Circle oue number on _ seu flue')				
	Not at all	Somethat	A great deal		
Courses are too hard	1		∴ .3		
Teachers don't help me enough	1	. 2	3 .		
School doesn't offer the courses I want to take			. 3		
. My job takes too much time	1		3.		
Transportation to school is difficult.	1		3		
Parents aren't interested in my education	1		3		
Don't feel part of the school	1	. 2	3		
Find it hard to adjust to school routine	1		3		
Poor teaching.	1	. 2	3		
Worry over money problems (repayment of loan, support of dependents, family income, etc.).	1	.2.	3		
My own ill health					
Poor study habite.	1				
Family obligations (other than money problems)	1	. 2			
Lack of a good place to study at home					
	•	/	• 1		

18. Please rate your school on each of the following aspects.

••	1 , 1	ز مکن	- (41144	ana unmair à	, i	
• •		Poor	Fair	Good	Excellent	Don't know
Condition of buildings and o	lestrooms	1	2 ,	:3 .\\.	4	5
Equipment used in vocation	al courses	1	2	3	· · · · · · 4 · · · · ·	Š
Extracurricular facilities		1	2.	.∴3	4	5 `
Job placement of graduates,		1.,	, 2	3	4	5
Library facilities						
Quality of scademic ing uct			•	•		
Quality of vocational instruct	ction	x .:/	: 2	· 3	4	5
Reputation in the communic						
Student guidance and couns						
Teacher interest in students	-	•				_
	, , , , ,			1		•

15. How much do you agree with each of the following statements about your high school? (Circle one number on each line.)

	Agree ' strongly	Agree	Disagree somewhat	Disagree strongly	Does not
School should have placed more emphasis on basic academic subjects (math, science, English, etc.)	1	,		4	5
School should have provided more help for students who were having trouble with subjects like math and reading	, 	.2	3	4	5
Most required courses here are a waste of time		. 2	3	, 4	5
School should have placed more emphasis on vocational and technical programs.	11	.2	3	4	5
School did not offer enough practical work experience.	1	.` .2.	3	, ' . 4	5
School provided me with counseling that will help me continue my education	1	`\ ~ 2. ∗	3	4:	5
School gave me new ideas about the type of work I wanted to do	1	2	3	4	5
School provided me with counseling that helped me get a better idea of myself and my relations with other people	· ,	, °	。 3	, 4	5
School provided me with counseling that will help me find employment	1	∖ 2	3	4	5
School should help students find jobs when they leave school	. 1	2	····. 3. ····	4	5
School should have used more television lectures	1	•	3	4 ,	
School should have used teaching machine or computer-assisted instruction more	6	,		• '	
extensively	1 ; .	., .2	3	4	5

20. How important is each of the following to you in your life?

(Circle one number on each line.)

	(Circle one				s named on each line.		
		<i>l</i> -	Not important	Somewhat important	Very important		
Being successful in my line of work	• • • • • • • • • • • • •		, ′.1	2	3		
Finding the right person to marry and hav	ring a happy fan	nily_life	.,,.1		3		
Having lots of money.	.	· • • • • • • • • • • • • • • • • • • •	/ .1	2	3		
Having strong friendships.	. • • • • • • • • • • • • • • • • • •		. , 1		3		
Being able to find steady work							
Being a leader in my community.:	<i>,</i>		: 1	2	3.		
Being able to give my children better oppo	ortunities than I	ve had	. ,1	2	3 🟒		
Living close to parents and relatives		· • • • • • • • •	1	<i>. 2</i>	3		
Getting away from this area of the country	y .,,		1	2	3		
Working to correct social and economic in	equalities	••••••	.1	2 \$	A Barrey		

21, How do you feel about each of the following statements?

(Circle one number on each line.) strongly Disagree strongly noiniae 2′. I take a positive attitude toward myself... ...1.... Good luck is more important than hard I feel I am a person of worth, on an equal plane with others.... I am able to do things as well as most other people Every time I try to get ahead, something or somebody stops me...... Planning only makes a person unhappy since plans hardly ever work out People who accept their condition in life are happier than those who try to 🦯 On the whole, I'm satisfied with myself. $1 \dots 1 \dots 2 \dots 3 \dots 4 \dots 5$ 2. Do you plan to use funds available from any of the following programs for further study beyond high school? (Circle one number on each line.) I do not know enough about No, I do not plan to the question use it to use it Veterans Administration survivors' benefits or direct benefits (GI Social Security Benefits for Students Age 18 to 22 (for children of Veterans Administration War Orphans Educational Assistance Program.... **********

Regular bank loan

23. Here are some reasons others have given for not planning to get financial aid for study from sources outside the family. Which of these reasons apply to you?

(Circle one number on each line.)

	Does not apply to me	Does apply to me
I do not plan to get more schooling	· · · · · · . 1 · · · · · ·	2
My parents or I will be able to pay for more education without getting any outside financial aid	1	2
I do not want to go into debt	1	2
I do not expect to qualify for the scholarship or loan I'm interested in because of my family's income		2
do not expect to qualify for the scholarship or loan I'm interested in because of my high school grades		2
do not expect to qualify for the scholarship or loan I'm interested in because of my test scores		2
Students from my racial or ethnic group have too much difficulty getting financial aid.	1	2
Some other reason		2

24. How important is each of the following to you in selecting a job or career?

•	(Circle one number on each line.)				
	Not important	Somewhat important	Very important		
Making a lot of money	1	.2	3		
Opportunities to be original and creative		2	3		
Opportunities to be helpful to others or useful to society	, . 1	<u>, 2</u>	3		
Avoiding a high-pressure job that takes too much out of you					
Living and working in the world of ideas		2	3		
Freedom from supervision in my work		2	<i></i> .3		
Opportunities for moderate but steady progress rather than the chance of extreme success or failure	1	2	3		
The chance to be a leader	1	2	3		
Opportunities to work with people rather than things					
Having a position that is looked up to by others					



Plans for the future...

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

25. In the column under YOU, circle the one number that goes with the best description of the kind of wc.k you would like to do. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

and the state of t	(Circle or	lé unimet iu e	en coumin.)
,	You	Father	Mether
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail	01	01	01
carrier, ticket agent	01		
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	- 02	02	02
PARMER, FARM MANAGER.	03	03	03
HOMEMAKER OR HOUSEWIFE			
LABORER such as construction worker, car washer, sanitary worker, rarm laborer.	05	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.			
MILITARY such as career officer, enlisted man or woman in the armed forces.	07	07	∴ ֱ07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant			
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress.			
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner.	10	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	·	u
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker.			
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	, 13	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer		£	



26.	How important was each	s of the follow	ring factors in determining ti	he kind of wor	k you plan	to be doing for
	most of your life?.					

	Not important	Somewhat Important	Very
Previous work experience in the area			
Relative or friend in the same line of work	. 1	. 2	3
Job openings available in the occupation	1		3
Work matches a hobby interest of mine	1	2	3
Good income to start or within a few years			
Job security and permanence			
Work that seems important and interesting to me			
Freedom to make my own decisions			
Opportunity for promotion and advancement in the long run			
Meeting and working with sociable, friendly people			
	-		-

27. When did you first decide whether you would go to coilege or not?

I decided before the 10th grade	1
I decided in the 10th grade	·2
I decided in the 11th grade	3 .
I decided this year	4
I'm still undecided	5

28. Whatever your plans, do you think you have the ability to complete college?

Yes, definitely	1
Yes, probably	2
Not sure	3
I doubt it.	4
Definitely not.	5
1/	

29. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you plan to attain. (Circle one number in each column.)

(Circle one.)

	Would like to attain	Plan to attein
Less than high school graduation	1	1
Graduate from high school but not go beyond that	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school.	3	3
Go to a junior college.	4	4
Go to a four-year college or university	5	5
Go to a graduate or professional school after college.	6	6

. What are yo	ur plans for military	service?	(Circle one.)	
*	Doesn't apply to	me	1	•
	1	الور ! الور !		
9		to volunteer for service for a or more years	9	•
·	• -			•
. (y consider volunteering for a	•	, 1.
Ä		or more years		
	- (, w)	volunteering		•
* /	,	sider volunteering		
,	I have no plans	at this time	6	
		, so. 2		
-		***************************************		
	and the second s	likely will take the largest share	or your time in tr	ie year alter you it
high school	f ,	(Circle only one number and the	on follow the directi	ons beside that numi
;		•	(Circle one.)	Directions
Tillankina A	II dim a	٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠	01→Go:	to avertion 32 and
working in	11-time		CO77	plete Section D.
•		•	1	
` Fratarina a	a annrenticeshin or o	n-the-job training program	02→Ski	n to page 15 and
Timeting a	rappronuceantp or o		con	plete Section E.
•	. ′			The second second second second second
Going into	regular military serv	rice (or service academy)	03→Ski	p to page 17 and
,	,		con	plete Section F.
•		4		*
Being a ful	l-time homemaker		04→Ski	
	* * * * * * * * * * * * * * * * * * * *		. con	plete Section G.
	,	· -		* . *
Taking voc	ational or technical of	courses at a trade or business	or . 91.	
school fu	II-time or part time.	· · · · · · · · · · · · · · · · · · ·	00→S#3#	p to page 22 and plete Section H.
	,	• •		epice Decision 11.
		nior or community college full-tin	•	• •
	ime	mor or community conese run-wil	06 \	, >
or part-		*		
	· · · · · · · · · · · · · · · · · · ·		C1	In to made Of and
		bjects at a junior or community		ip to page 25 and rplete Section I.
. conese r	III-mine or bere-mine			special December 21
•				
Attending	a four-year college or	r university full-time or part-time		
		1° 1 1	,	in to make 00 and
<u>*</u>	art-time, but not att	ending school or college	09→Sk	ip to page 29 and
Working p		•		
Working p	•	•	, con	nplete Section J.
	vel, take a break, no	· · · · · · · · · · · · · · · · · · ·	Ĩ	ip to page 31 and

ERĬC



D

For those planning to work full-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

		The state of the s		. .	,	
32.	When do you ;	plan to go to work full-time? (C	Circle one.)	-	
•		Before June 1972	1	•		
	•	June through August 1972	2	•		
		September through December 1972	3			<i>:</i>
	•	In January 1973 or later	4			
	. '		_		•	
33.	Do you have a	definite job lined up after you leave high school?				
	•	1 1	Circle one.)		
	•	Yes, I'll continue in a job I now have	1	•		
•	,	Yes, I have a new job lined up				
.,	30	No, but I've inquired at employment agencies or potential employers, looked in the newspapers,	_		•	•
^		etc			•	
7		No, I haven't done anything yet to get a job.	4	•		
1	•	· · · · · · · · · · · · · · · · · · ·		•	,	`
34.	Would you be	willing to move from this town or city in order to get a j	job you w	ant?		4.5
			ircie one.)		
_		Yes, I would prefer to move away	,1,	• 1	í	•
	7 .	Yes, it makes no difference to me	2	•		
	" \	Yes, but I would prefer to find work in this	,			` -
	· \	community	3		-	
•	. / .	No, I am not willing to move	4			
2	, - '/-		-			¢
35.		he job you plan to get after high school the kind of work y	you think	you will be	doing for	, wo
٠,	of your life?	\ . · · (c	ircle one.)	· · ·	-	
-		Yes	1	,		•
	*	Yes, if I like the work		471		
^		Yes, if I succeed				
		No, I expect to become a homemaker				
		No, I expect to get further education so I can enter a different occupation				
•		No, I expect to go into military service				•
	· · · · · · · · · · · · · · · · · · ·	No, I expect to change to a different type of work				
,		No, some other reason				



arter you i	eave high school? ' (Circle	only one number and th	en follow the dire	ctions beside th	ıat number
* '	-	,	(Circie one.)	Directions	
No			1→	•	n 37
		•	· 60	elow.	
•	• •			1 =	,
	n to attend a vocational, technic		0.5		
acnoor i	art-time			lhisi ta wasa 00)
-	· .	2.		lkip to page 22 omplete Sectio	
Yes, I pla	n to take a correspondence cour nal certification	e leading to	1	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Vocatio	ial ceruncation				
\$7 `Y1.			, <u>, , , , , , , , , , , , , , , , , , </u>	r.	<u>ئ</u> ر ا
Yes, I pla	n to attend college or university	part-time			^uJ • •
-	-		/→ .	ikip to page 25 omplete Sectio	
Yes, I pla	n to take a correspondence cour	se leading to a regular	•	ompter Cecin	
correge	degree				-
	some reasons others have give leave high school. Which of the		u?	•	
			u? (Circle one numb	er on each line.	
			u?	er on each line. Applies	
after they	leave high school. Which of the	se reasons apply to yo	u? (Circle one numb Does not apply to me	er on each line. Applies to me	
after they Need to e	leave high school. Which of the	se reasons apply to yo	u? (Circle one numb Does not apply to me	er on each line. Applies to me	
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Need to e Need to e Failure to attendi	arn money to support my family arn money before I can pay for find out in time about admissions, availability of a school in the	further chooling or area, etc.	(Gircle one numb Does not apply to me	er on each line. Applies to me22	
Need to e Need to e Failure to attendi Poor high	arn money to support my family arn money before I can pay for find out in time about admissions, availability of a school in the school grades or poor scores on	further chooling	(Circle one numb Does not apply to me	er on each line. Applies to me22	
Need to e Need to e Failure to attendi Poor high Lack of h	arn money to support my family arn money before I can pay for find out in time about admissions, availability of a school in the school grades or poor scores on igh school credits required for co	further chooling	(Circle one numb Does not apply to me	er on each line. Applies to me22	
Need to e Need to e Failure to attendir Poor high Lack of h Applied a	arn money to support my family arn money before I can pay for find out in time about admissions, availability of a school in the school grades or poor scores on igh school credits required for cot one or more schools, but was r	further chooking to requirements, cost of area, etc	(Gircle one numb Does not apply to me	er on each line. Applies to me2222	
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Need to e Need to e Failure to attendi Poor high Lack of h Applied a Lack of a Discouras	arn money to support my family arn money before I can pay for find out in time about admissions, availability of a school in the school grades or poor scores on igh school credits required for cot one or more schools, but was a school within commuting distanted from continuing by teachers	further chooling to your counselor to your couns	(Gircle one numb Does not apply to me	Applies to me222222	
Need to e Need to e Failure to attendir Poor high Lack of h Applied a Lack of a Discourag	arn money to support my family arn money before I can pay for find out in time about admissions, availability of a school in the school grades or poor scores on igh school credits required for cot one or more schools, but was a school within commuting distanted from continuing by teachers and from continuing by parents.	further chooling to your counselor counselor.	(Circle one numb Does not apply to me	er on each line. Applies to me222222	
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Now skip to page 31 and complete section K.



E

For those planning to enter an apprenticeship or on-the-job training program during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

se. when a	o you plan to enter your apprenticeship or on-the-jo	c training program: (Circle one.)	
	-Before June 1972	. 1	
	June through August 1972	2	
	September through December 1972	3	*
·	In January 1973 or later		
	ork you will train for in the apprenticeship or traini or most of your life?	ng program the kind of wor (Circle one.)	'k you p
	Yes	1 -	
,	Yes, if I like the work		
	Yes, if I succeed		,
•	No, I expect to become a homemaker		-
Madrina	No, I expect to get further education so I can a different occupation		
	No, I expect to enter military service	6	
\	No, I expect to change to a different type of	f work7	`
, :	No, some other reason.	8	ı
40. How lon	ng do you think your apprenticeship or training will l	est?	
•	, see	(Circle one.)	
	Less than six months	1	
, , , , , , , , , , , , , , , , , , ,	Six months up to one year	2	
• •	More than a year, up to two years	.,	
, ,	More than two years, up to three years	.,4	•
4	More than thrue years	, 5	



	(Circle only one number and then follow the direct	ions beside t	he number	you have
		(Circle one.)	Direc	tions
	No,		Answer qu	ıestion 4
•		·	below.	-
	Yes, I plan to attend a vocational, technical, trade, or business		•	•
•,	school part-time	·····2 }	۷	
		<u> </u>	Skip to po	_
	Yes, I plan to take a correspondence course leading to	•	complete S	section I
	vocational certification	3 /		•
٠			,	•
	Yes, I plan to attend college or university part-time	4)		
	مانيد.		Skip to po	
	Yes, I plan to take a correspondence course leading to	_ (complete l	Section 1
	a regular college degree	5 /		
	**			
42.	. Hermare some reasons others have given for not continuing their after they leave high school. Which of these reasons apply to you? (Circulate the continuing their after the continuing th	education		
42.	afts, they leave high school. Which of these reasons apply to you? (Gir	•	ber on each Applies	line.)
42.	afts, they leave high school. Which of these reasons apply to you? (Gir	cie one numi Does not apply to me	ber on each Applies to me	line.)
42.	after they leave high school. Which of these reasons apply to you? (Cir.	cie one numi Does not apply to me	per on each Applies to me	line.)
42.	after they leave high school. Which of these reasons apply to you? (Gin Need to earn money to support my family	Dees not apply to me	Applies to me	line.)
42.	Need to earn money to support my family	cie one numi Does not apply to me 1	Applier to ma	line.)
42.	Need to earn money to support my family	Dees not apply to me	Applies to me22	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc Poor high school grades or poor scores on college admission tests	Does not apply to me	Applies to me222	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling. Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. Poor high school grades or poor scores on college admission tests. Lack of high school credits required for college entrance.	Dess not apply to me	Applies to me2222	line.)
42.	Need to earn money to support my family	Does not apply to me	Applies to ma22222	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling. Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. Poor high school grades or poor scores on college admission tests. Lack of high school credits required for college entrance. Applied at one or more schools, but was not accepted. Lack of a school within commuting distance of my home.	Does not apply to me1111	Applier to ma	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling. Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. Poor high school grades or poor scores on college admission tests. Lack of high school credits required for college entrance. Applied at one or more schools, but was not accepted. Lack of a school within commuting distance of my home. Discouraged from continuing by teachers or counselor.	Dees not apply to me111	Applies to me222222	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling. Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. Poor high school grades or poor scores on college admission tests. Lack of high school credits required for college entrance. Applied at one or more schools, but was not accepted. Lack of a school within commuting distance of my home. Discouraged from continuing by teachers or counselor.	Does not apply to me	Applies to me	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling. Failure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. Poor high school grades or poor scores on college admission tests. Lack of high school credits required for college entrance. Applied at one or more schools, but was not accepted. Lack of a school within commuting distance of my home. Discouraged from continuing by teachers or counselor. Discouraged from continuing by parents. Am waiting to enter armed service.	Does not apply to me	Applier to ma	line.)
42.	Need to earn money to support my family. Need to earn money before I can pay for further schooling. Pailure to find out in time about admission requirements, cost of attending, availability of a school in the area, etc. Poor high school grades or poor scores on college admission tests. Lack of high school credits required for college entrance. Applied at one or more schools, but was not accepted. Lack of a school within commuting distance of my home. Discouraged from continuing by teachers or counselor. Discouraged from continuing by parents. Am waiting to enter armed service. My future plans do not require more schooling.	Cie one numi Does not apply to me	Applies to me	line.)



For those planning to enter military service during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

13. When do y	ou plan to enter military service?	(Circle one.)
•	Before June 1972.	1
-	June through August 1972.	2
•	Septem er through December 1972	
	In January 1973 or later	4
-		
44. Which sorv	rice will you most likely enter (including Reserve or	National Guard with
		(Circio ene.)
•	Army	1
	Air Force	. 2
•	Navy	3
	Marine Corps	4
	Coast Guard	5
•	I don't know	6
45. How do yo	u plan to enter military service?	(Circle one.)
	I will enlist	1
•	I will enter via the draft	2
• .	I will attend a service academy	3
•	I don't know	4

CONTINUED

46. How important was each of the following in helping you decide to enter the military service after leaving high school?

(Circle one number on each line.)

		Net important	Somewhat important	-Very impertant
Wanted to enter military service.		, 1	2	3
A low draft-lottery number.		1	2	3
Wanted to earn money for my education or become education and other benefits under the GI Bill	eligible for	1	. 2 .	3
Wanted to support myself	./.,	1	2	3
Wanted to fulfill my draft obligation			2	3
Wanted to have a career in the military				
Wanted to get vocational or job training in the servi	ice	1	2	3
Wanted to get a college education in the service				
Wanted to travel, see the world, or get away from h	1			
Did not qualify for the civilian schooling I wanted				
Could not afford the civilian schooling I wanted.		,1	2	3
Did not have a civilian school within commuting dis of my home.	tance			
Did not get the civilian job I wanted		1	2	3
Parents or counselors advised me to enter military se				
Recent pay increases for military recruits	: 1		_	
Could earn more money in military service than in c	ivilian life	1;	,. 2	3

17. How long do you expect to be on full-time active duty in the military service?

Circle one.)

For initial training for the National Guard or Reserve only	1
For one two-year tour of duty only	2
For one three- or four-year tour of duty	3
For more than one tour of duty, but less than a full career term	4
For a full career term (20 years minimum)	
I don't know	. 6

5			0 /			
48.	What do	vou plan t	o do when	you get out	of military	service!

1	1	,		.	Does not apply to me	. to me
Retire		, 	,		1*	2
Find part-time work	1	1		•	1 1	
Find full-time work.					,	2
Go to college either f	all- or p	art-time	,	. <u>;</u>	. 1	2
Attend a vocational, either full- or part	technica	l, business, d	or trade school	<u> </u>	.: 1	.2
Enter an apprentices	hip or o	a-the-job trai	ining program.	·	1	2
Be married			. 7 , 1			1 1
Other	∴		//	.,	, 1	2
I don't bear	1	κ ,	1 - 1	- 1	. 1	1/2 9

49. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

		<i>J</i> •		y to me	to n	100
Need to earn money to suppo	ort my family	;	·	.1	2	:
Need to earn money before I	can pay for furthe	r schooling.		.1	2	3
Failure to find out in time ab attending, availability of a				.1	2	; ·
Poor high school grades or po	or scores on colleg	e admission	tests	.1	2	}
Lack of high school credits re	quired for college	ntrance	· · · · · · · · · · · · · · · · · · ·	.1	2	:
Applied at one or more schoo	•	·)			, ,	1
Lack of a school within comm	nuting distance of	my home		.1,.	2	:
Discouraged from continuing	1				1 1	1
Discouraged from continuing		*			- 1	1
Am waiting to enter armed a						
My future plans do not requi	1)) 1,	•			- 1	
Want to take a break, may a	*					
Plan to be married	7 \	,		•	,	
School is not for me; I don't	1				, ,	•
Other	T					

Now skip to page 31 and complete section K.



G

For those planning to be full-time homemakers during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

			$1_{T_{i}}$		٠.				
50.	When de you	olan to become a t	fuil-time hon	nomako	ų, "	16	ircie one.	/ · .	
		Before June 197	9		\$	•-		, į ·	
		June through A	ionet 1972	· • • • • • • • • • • • • • • • • • • •			2	ζ.	
	•	September thro	igh Decembe	- 1972	- 2 - 2 - 2 - 2		3	٠,	
		In January 1973						•	
	, ,		,,	,		···/	*	i^{-i}	•
				g.		٠,٧			•
51.	For how long (lo you plan to rem	iajn a tull-tin	ne nom	emaker?	· · (c	ircle one.)	•
	•	Permanently	· • •	· · · · · · ·			1	,	. `
\		Until my childre			1		•	- 1	
		Until my childre	- 1		i	• (3	· /	. ,
		Only for a few y					/ /4	/	•
, ,	,	I don't know		1 :				4 /	••
$\int \int$	- •	,	<i>t</i>		-	, 1,			-
	<u>.</u>		n fallandaa9	1. 1	<i>f</i>	• •	•	•	,
32.	Do you ever p	an to do any of th	e tollowings				_ (Circle	onė mimėei	on each line.)
1	•	• *	•	1.1			No	Yes	i đơn't know
1	Work part-tin	10					: 1		3
· · · · · ·		· •							
,	1	tional, technical,		3				•	•
•		tional, technical,							
		part-time							
		-	•	.1	_	•	-	•	,

GONTINUED

hool?	only one number	and then follow the	G /		nbei
	1.	(Circle on	`	~	
Ó			→ nswer qu		i ,
		•	belown	*******	,
se, I plan to attend a vocational, teclinic	el trade or	•		-	! 0
business school part-time	• • • • • • • • • • • • • • •	2)		′ 1	,
- A		//	Turn page	and	
es, I plan to take a correspondence cours	e leading to	· - (complete S	ection H.	
vocational certification		.		-	1
	- "				i
er, I plan to attend college or university	part-time			,	1
	*	<i>!</i>	Skip to pa		
es, I plan to take a correspondence cours	se leading to a	` .	compress t	i ^	-1
regular college degree:	• • • • • • • • • • • • • • • • • • • •				· ·
• • • • • • • • • • • • • • • • • • • •					•
	. for not continui	ing their educatio	n full-time (juring the	yer
ere are some reasons others have given				-	
		to you <u>?</u>	•	•	
		to you <u>?</u> (Circle one nu	ımber on each	line.)	į
		to you <u>?</u>	imber on each t Applies	line.)	
ter they leave high school. Which of thes	e reasons apply	to you? (Circle one nu Does not apply to n	imber on each t Applies ne to me	line.)	in the second
ter they leave high school. Which of thes	e reasons apply	to you? (Circle one nu Does not apply to n	t Applies to me	line.)	The state of the s
sed to earn money to support my family	e reasons apply	(Circle one nu Does not apply to n	t Applies to me2	line.)	A Property of
sed to earn money to support my family	e reasons apply	(Circle one nu Does not apply to n	t Applies to me2	line.)	and the second
sed to earn money to support my family sed to earn money before I can pay for f silure to find out in time about admission attending, availability of a school in the	further schooling a requirements, co	(Circle one nu Does not apply to n 1	imber on each t Applies ne to me	line.)	in the same
sed to earn money to support my family sed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on c	further schooling. To requirements, contained, etc., college admission	(Circle one nu Does not apply to m 1 ost of	Applies to me	line.)	A CANAL STATE OF THE STATE OF T
sed to earn money to support my family sed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the sor high school grades or poor scores on cack of high school credits required for colucts of high school credits required for colucts.	further schooling requirements, coarea, etc college admission the	(Circle one nu Does not apply to n 1	amber on each t Applies ne to me	line.)	AND THE PROPERTY OF THE PARTY O
sed to earn money to support my family sed to earn money before I can pay for fullure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for coloplied at one or more schools, but was no	further schooling. The requirements, contacts, etc. The requirements of the requirem	Circle one nu Does not apply to m 1 1 tests	Applies to me	line.)	The same of the sa
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for colopplied at one or more schools, but was not sck of a school within commuting distance.	further schooling. In requirements, coarea, etc. College admission lilege entrance. Out accepted.	Circle one nu Does not apply to n 1	Applies to me	line.)	The same of the sa
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for collect of a school within commuting distance is coveraged from continuing by teachers of	curther schooling. The requirements, contact, etc. The schooling area, etc. The schooling area, etc. The schooling area, etc. The schooling area area, etc.	Circle one nu Does not apply to n 1	2	line.)	The state of the s
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for colopplied at one or more schools, but was not ack of a school within commuting distance is couraged from continuing by teachers of scouraged from continuing by parents.	further schooling. In requirements, contacts, etc. college admission for accepted. contacts of my home. contacts of my home.	to you? (Circle one nu Does not apply to n 1.	Applies to me	line.)	The same of the sa
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for collect of a school within commuting distance is couraged from continuing by teachers of iscouraged from continuing by parents. The plans do not require more schools to the school within commuting the school is couraged from continuing by parents.	curther schooling of requirements, contact, etc	to you? (Circle one nu Does not apply to n 1	Applies to me	line.)	The same of the sa
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for collect of a school within commuting distance is couraged from continuing by teachers of iscouraged from continuing by parents. The plans do not require more school and to take a break, may attend school is	curther schooling of requirements, contact, etc	Corcle one nu Does not apply to n 1	2	line.)	The same of the sa
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for collect of high school within commuting distance is couraged from continuing by parents. Ly future plans do not require more school lan to be married.	further schooling on requirements, or area, etc. college admission blege entrance of accepted or counselor.	to you? (Circle one nu Does not apply to n 1	2	line.)	The same of the sa
eed to earn money to support my family eed to earn money before I can pay for failure to find out in time about admission attending, availability of a school in the por high school grades or poor scores on cack of high school credits required for collect of a school within commuting distance is couraged from continuing by teachers of iscouraged from continuing by parents. In future plans do not require more school and to take a break, may attend school lan to be married.	curther schooling of requirements, or area, etc. college admission of accepted of accepted or counselor.	to you? (Circle one nu Does not apply to n 1	2	line.)	The same of the sa

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SECTION

For those planning to take vocational or technical courses at a trade or business school full, or part-time during the year after they leave high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

1/	
	plan to start classes or begin taking courses in a vocational, technical, trade, or busines
school?	(Circle one.)
/ <u>'</u>	Before June 1972.
-	June through August 19722
1	September through December 19723
- <u> </u>	In January 1973 or later
•	
56. How will you	enroll in the course of study you plan on taking?
1	(Circle one.)
	Regular classes full-time
	Regular classes part-time
·/	By correspondence only
7	I don't know
. / .	
/	
57. How long will	it take you to complete the course of study you plan on?
-	(Circle one.)
	Less than six months.
٠	Six months to one year
, · · · · · · · · · · · · · · · · · · ·	More than a year, up to two years
1	More than two years4
1	I don't know5
1	1/1/2
58. Do you plan t	o work at the same time you are taking the courses?
	(Circle one.)
	No
	Yes, 1 to 5 hours a week
,	Yes, 6-to 10 hours a week
•	
	Yes, 11 to 15 hours a week.
<u>, </u>	Yes, 16 to 20 hours a week
	Yes, 16 to 20 hours a week
	Yes, 16 to 20 hours a week
	Yes, 16 to 20 hours a week
	Yes, 16 to 20 hours a week

.59.	Have you selec	cted a particula:	r school to at	ltend after yo	u leave high	school?			
		F 8	•		۷.	Circle one.)			
		No				1			
	• , ,	Yes	. ,				200		•
		· 100	• • • • • • • • • • • • • • • • • • • •	1		4	•	•	
•	•	•	,	```		•	•		• `
60.	Do you plan to	transfer to a fo	ur-year colle	ige or univers	ity once you	finish your	vocational t	raining?	
•	1 ÷		5	•	(Circle one.)		ı	
•		Definitely				1	•	-	
	•	Maybe,				2	• •		
	•	Probably not.							
	4	Definitely not		•		, _			
	•	T.	/ . ·		,				*
			,		•				
61.	How much do y	you think your v	ocational tra	ining will cost	you in the fi	rst year afte	er you leave	high sch	ooi?
	Please include	all expenses fo	r one year (f	i ces , tuition, r			etc.) in your	estimate	ð.
				_	•	Circle one.)	1		
		Less than \$500)			1 •	•		
	. *	\$500~\$749	<i>.</i>		.,	2			
		\$750-\$999				3			
		\$1,000-\$1,499	, 			,4			
	,	\$1,500-\$1,999				5			•
	:	\$2,000-\$2,499					•	•	
•		\$2,500-\$2,999					•		
,	, ,	\$3,000 or more					. ! .~-	., •	
- ′		I don't know.					•		
·	•	I don't know.	·,·········				•	-	
	,		***				*	•	् ६ १
62.	From which of	the following so	urces do you	u expect to ge	t money to p	ay for your	vocational t	raining?	
	•	4		, ·			er on éach lin		**
•	,			1		Do not	- F.,		
•		• -	,			expect to	Expect to		
a	Parents		<i></i> .		<i></i>	1	2		
		mer earnings				1	2		٠.
		taking the cou							~
•		ife							•
	Other relatives	(not parents).			,	1	2		
• •	Cóllege Work-	Study Program		, ,			2	-	
;	National Defer	nse Student Los	ın Program.			'i _y .	. 2		
~~~	- Federal Guara	ntecd Student I	oan Program	n		. , <b>1</b>	<b>2</b>		
•	Other loan.	<u> </u>			·	1	<b>.</b> .		•
	Private scholar	rship or grant			,, 	<b>1</b>	<b> 2</b>	1	
,	Tratament Admin	iniatuation anumi	irom' hanafite	a ar direct her	nofite (				,
, !	(GI Bill com	persation or pe	ension)				2		
•	Social Samurity	Renefite for St	udents Age 1	8-22 (for child	dren		1		
•	of retired, di	isabied, o <u>r</u> deces	used parents)			1	2		
•	Other sources			الم		<b>1</b>	2		
		, , ,	,						



63a Do you have definite plans to work part-time during the year after you leave high school?

	(Circle only one number and then	tollow the directi (Circle one.)	ons besides Direc	that numbe tions
	No	•		
	Yes			· ` .
		<b>~•</b>	complete	Section J.
4.	Here are some reasons others have given for not going on to a fo year after they leave high school. Which of these reasons apply t		or universi	ty during tl
		 (Circie one numbe	er on each iir	ie.) _. ^
		Does not apply to me	Applies to me	
	Need to earn money to support my family		2	,
	Need to earn money before I can pay for further schooling	, . , 1	2	
	Cannot afford a four-year college or university education		2	
	Failure to find out in time about four-year college or university admission requirements, cost of attending, availability of a college in area, etc.		9	
	Poor high school grades or poor scores on college admission tests			
۰			•	
*	university entrance	1	2	
	Applied at one or more four-year colleges or universities, but was not accepted	<del></del> 1	2	
٠	Lack of a four-year college or university within commuting			
•	distance of my home	1	2	/
	Discouraged from attending a four-year college or university by teachers or counselor	1,	2	
	Discouraged from attending a four-year college or university by		2	1
	Am waiting to enter armed service		<b>2</b>	-
	My future plans do not require a four-year college or university			
	education			•
,	Plan to be married			
-	School is not for me; I don't like it			6.
	Other		2	

Now skip to page 31 and complete section K.

START,

escrion.

For those planning to go to a four-year college or university, junior or community college, or take college-level correspondence courses during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

, , , , , , , , , , , , , , , , , , ,			(Circle one.)		
•	Before June 1972		<b>1</b>		-
•	June through Au	gust 1972	<b>2</b>		
	September throug	gh December 1972			
	In January 1973	or later	<b>4</b> , ·		
,					
66. Have you	applied for admission t	o any college or uni	versity?  © (Circle one.)		. •
	Yes, to one coller	<b>::</b> ::::::::::::::::::::::::::::::::::		_	
*		*	2	-	
	· · · · · · · · · · · · · · · · · · ·		. , ,		٠.
	-No, the college I'm	m planning to atten e application for adr	d does not		
	No, I plan to app	oly soon	5		
-	/	!	. ·		:
67. Have you	een accepted by any c	:ollege or university?	(Circle one.)		
	Yes	,			
·	<b>y</b>		accepted2	,	•
<i>&gt;</i>		.A. ,	3	_	
				,	•
68. How impor	tant are each of the fo	llowing in choosing	the coilege you plan to at	end?	
	,	,	(Circle or	ie number on i	each line.)
	•		. Not important	Somewhat Important	Very Important
College evi	nenges (truition hooks	mom, and board)	1		
-	y of financial aid such	•	,		,
scholarsi	nip, or grant			2	3
Availabilit	y of specific courses or	curriculums		2	3
			t		
			<b>1</b>		
College ad	mission standards			2	3
	. 4	-	<b></b>	•	
Advice of	a counselor or teacher.			2.\	3
A dad Le.		, i *	•	• /	11 9 .

Availability of an ROTE or other officer training program.....

CONTINUED

69. This question asks for your present choices among certain fields of study in college. Circle one number in the first column to indicate your first choice and one in the second column to indicate your second choice. If the exact field of study is not listed, pick the most similar one.

(Be sure to circle only one number in each column from the entire list of fields.)

(Circle one.) (Circle one.)

	First choice	Second choice
Agriculture (for example, agricultural economics, agronomy,	•	
forestry, and soils)		
Architecture:	02	02
Art (for example, art appreciation, design, drawing, and sculpting)	63	03
Biological sciences (for example, botany, ecology, predentistry, premedicine, and zoology)	04	04
Black studies, Mexican-American studies, or other ethnic studies		
Business (for example, accounting, business administration, industrial management, marketing, and finance)		
Computer and information sciences (for example, programming and systems analysis)	•	
Education (for example, business education, elementary education, and physical education).		
Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)	٠.	٠.,
English (for example, creative writing, linguistics, literature, and speech and drama)		
Foreign languages (for example, French, German, Italian, Latin, and Spanish)	11	11
Health-related careers (for example, nursing, medical technology, and x-ray technology)	12	12
Home economics (for example, dietetics, family and child development, nutrition, and textiles and clothing)	سرم <b>13</b>	â13
Interdisciplinary studies	14	,14
Journalism (for example, communications and radio and television).	15	
Mathematics (for example, calculus and statistics)	16/	16
Music (for example, music appreciation and composition)	17(	17
Philosophy or religion (for example, Chics, logic, and theology)	18:	18
Physical science (for example, astronomy, biochemistry, chemistry, geology, and physics)	19	19
Social sciences (for example, anthropology, economics, government, history, political science, prelaw, psychology, social work, sociology, and urban affairs)	,	
Vocational or technical (for example, automobile repair, rairpentry, computer programming, drafting, plumbing, stenography, and television repair)	<u>/21</u>	21

26

	(Circle c	one.)	
•	A two-year college (junior college, technical institute, vocational school, or community		
•	college)1		
•	A four-year college or university2		
· * : :	Have not decided yet	-	
••• Haw will as	the annual to the account of attacks were also as to take a		•
T. LIOM MIII NO	u enroll in the course of study you plan on taking? (Circle o	one.)	
	Regular classes full-time		
	Regular classes part-time		\ ·
	By correspondence only		/:
3.1	I don't know.	and the state of t	
• '	The second secon	• .	
	And the second s		ı
z. Do you plat	to transfer to a four-year college or university after junior or t	· · · · · · · · · · · · · · · · · · ·	
*	No, I plan to attend or take courses at a	uie-)	
,	four-year college after high school	,	
	Yes, I definitely plan to transfer		
,	I have tentative plans to transfer	7,	
	I am undecided about transferring4	*	
	I probably won't transfer		
`	I definitely won't transfer	,	
* *		•	•
eri La la magean en en e		•	
3 How much	do you think it will cost you to attend college or take courses d	uring the first year aft	er y
in your esti	school? Please include all expenses for one year (fees, tuition, mate.	room and Doard, books	i, ət
	(Circle o	ne.)	
	Less than \$50001		
		, , ,	*
	\$500-\$749		•
· · · · · · · · · · · · · · · · · · ·	\$500 <b>-</b> \$74902 \$750 <b>-</b> \$99903		•
	\$750 <b>-\$999</b> 03		•
	\$750 <b>-\$999</b> 03 \$1,000 <b>-\$1,499</b> 04		•
	\$750 <b>-\$999</b>		•
	\$750-\$999		
	\$750-\$999		•
	\$750-\$999	1	•
	\$750-\$999. 03 \$1,000-\$1,499. 04 \$1,500-\$1,999. 05 \$2,000-\$2,499. 06 \$2,500-\$2,999. 07 \$3,000-\$3,499. 08 \$3,500-\$4,499. 09		•
	\$750-\$999		

CONTINUED

CON	T104	100

74. From which of the following sources do you expect to get money to pay for your college education?

(Circle one number on each line.)

		Do not expect to		•
,	Parents	1	<b>. 2</b>	> .
	Savings or sun	mer earnings1	2	
$\geq$	Earnings while	taking the course1	2	
		fê		•
	Other relatives	(not perents)1	<b>2</b>	
	College Work-	Study Program1	2	
	National Defe	Study Program	<b>.</b> 2	
	Educational O	oportunity Grant Program1	2	•
		nteed Student Loan Program1		
1.		1		
		rskip or grant1	<b>2</b>	
	Veterans Adm (GI Bill con	inistration survivors' benefits or direct benefits apensation or pension)1	2	,
	of retired, d	Benefits for Students Age 18 to 22 (for children isabled, or deceased parents)		,
	Other sources.	1	. <b> 2</b>	
			•	
. <u>/</u>	Do you plan to	work at the same time you are taking the courses?		•
		(Circle one	•)	,
	•	No		•
	· · · · · · · · · · · · · · · · · · ·	Yes, 1 to 5 hours a week	· •	
ر د	, ,	Yes, 6 to 10 hours a week.	•	-
-	、· ● <b>%</b>	Yes, 11 to 15 hours a week4	,	· '6
		Yes, 16 to 20 hours a week5	7 -	,
		Yes, more than 20 hours a week6		_1
	1	Yes, but I don't know how many hours a week7		
٠,	, , , , , , , , , , , , , , , , , , , ,	I don't know8	-	. * ,
_		pliowing best describes your plans about participating in an offi	iaan tualmina s	roaram such
5.		e you are in college?  (Circle one		Itogramiii, sucii
	× -	Would not under any circumstances take ROTC or a similar program	-	. ,
	•	Would give some consideration to taking ROTC or a similar program		
	1	Willing to take ROTC or similar program3		
•	$-\gamma^T$	Definitely plan to take ROTC or similar program 4	ì	
	•	Don't really know	1.	1

Now skip to page 31 and complete section K.

# SECTION

# For those planning to work part-time during the year after leaving high school . . .

Please answer every question unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

Yes, I'll continue in a job that I have now	<b>.</b>	* * * * * * * * * * * * * * * * * * *	= '\ s	
June through August 1972	/. When do yo	u plan to begin working part-timer	(Circle one.)	•
June through August 1972	\(\frac{i}{i}\)	Before June ?972	1	•
September through December 1972		` ·		
In January 1973 or later	<i>)</i>			t
S. Do you have a definite job lined up after you leave high school?  Yes, I'll continue in a job that I have now	. ] :			
Yes, I'll continue in a job that I have now	·			9
Yes, I'll continue in a job that I have now	Do way bay	a definite inh limed um after veu legue bigh gebeel?	•	
Yes, I have a new job lined up	o. Do you nave	s a delittite lop litter ab siter you leave with schools	(Circle one.)	•
No, but I've inquired at employment agencies or potential employers, looked in the newspaper, etc	` '	Yes, I'll continue in a job that I have now	<b>1</b>	,
No, but I've inquired at employment agencies or potential employers, looked in the newspaper, etc	,	Yes, I have a new job lined up	<b>2</b>	v
9. Is the work in the part-time job you plan to get after high school the kind of work you think you wi doing for most of you: life?  Yes				•
Yes, if I like the work.  Yes, if I succeed.  No, I expect to become a homemaker.  No, I expect to get further education so I can enter a different occupation.  No, I expect to go into military service.  No, I expect to change to a different type of work.		No, I haven't done anything yet to get a job.	<b>. 4</b>	
doing for most of you: life?  Yes	• •		-	
doing for most of you: life?  Yes	In the week	to the part time is how when to get after high color	al the kind of worl	e voie thin e voie w
Yes, if I like the work				···
Yes, if I like the work				
Yes, if I like the work		Yes	1	•
No, I expect to become a homemaker		Yes, if I like the work.	,2 ·	,
No, I expect to get further education so I can enter a different occupation	1			•
enter a different occupation		No, I expect to become a homemaker	4	i
No, I expect to change to a different type of work7			5	•
	-1	No, I expect to go into military service	6 ′	
'No, some other reason8			•	,
	,	No, some other reason		
			3	•



80. Here are some reasons others have given for not continuing their education full-time during the year after they leave high school. Which of these reasons apply to you?

1	(Circle one number on each line.)
A CONTRACTOR OF THE PARTY OF TH	Does not Applies apply to me to me
Need to earn money to support my family	
Need to earn money before I can pay for further scho	oling
Failure to find out in time about admission requireme attending, availability of a school in the area, etc.	nts, cost of
Poor high school grades or poor scores on college adm	ission tests2
Lack of high school credits required for college entran	ice
Applied to one or more schools, but was not accepted	
Lack of a school within commuting distance of my ho	•
Discouraged from continuing by teachers or counselor	
Discouraged from continuing by parents	
Am waiting to enter armed service	<b>603</b>
My future plans do not require more schooling	
Want to take a breek, may attend school later	• • • • • • • • • • • • • • • • • • •
Flan to be married	
School is not for me; I don't like it	
Other.	

Now complete section K.



# secnoù For everyone..

Please answer every quection unless you are asked to skip to another one. You may omit any question that you or your parents would consider objectionable.

	No. 1 The second	-	
1. If there were school?	no obstacles, what would you most like to be do	(Circle onc.)	you leave nign
	Working full-time	•	***************************************
•	Entering an apprenticeship or on-the-job	02	\
	Going into regular military service or to a service academy.		
" and " "	Being a full-time homemaker.	04	
	Attending a vocational, technical, trade, or business school	05	
	Taking academic courses at a junior or community college	06	
	Taking technical or vocational subjects at a junior or community college.		` .
<i>t</i>	Attending a four-year college or university Working part-time.	09	<i>*</i> *
·	Other (travel, take a break, no plans)	10	•
2. Are you a vel	beran of the U. S. armed services?	(Circle ône.)	
		2	
	a physical condition that limits the kind or amount	of work you can do on a	iob?
	/1	(Circle one.)	••••
5 3 J	No		• •
	No. Yes.	2	,
4. How do you d	iescribe yourself?	•	
. 4-		(Circle one.)	•
1 .	American Indian.	<b>1</b>	1.
•	Black or Afro-American or Negro	2	المتعلقية والمتعارب المتعارب المتعارب المتعارب
	Mexican-American or Chicano	المراجعة عن ١٠٠٠	,
	Puerto Rican	4	· · · · · ·
· ·	Other Latin-American origin.		1.
	Oriental or Asian-American	6	• '
` .	Tillian on Consider	<b>~</b> ₹↓	• 1

•	
٠,	
COL	TIMUED
~	

85.	How many of ye		and sisters and	other person	is are dependent o	t~1	
1	•	1	1.		1	ber in each column	n.) ^
•	•	\	. / •	1	Brothers and sister		
	None	·		<del>-</del>			
	_ •	, Y	/	•		\	* . *
•	True.		$(-1)^{-1}$		2	. /2	
	Thus.		1.	1 .		3	`\ '
•	Three		~ / ,	· · · · · · · · · · · · · · · · · · ·	, à	4	.
	Pour:		TAX TO			5	
*	Sin on more	· · · · · · · · · · · · · · · · · · ·			6	6	,
	_		W. C.	·}· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	,	
_,		\ \	$\mathbb{A}^{n}$	1		7 . *	, ,
86.	. How many pers	ions other the	in yourself are	dependent on	you for financial su		
,	•	·			(Circle one	<b>e.)</b>	• 4
	• • •	None.			<b>.o</b>		•
							• ₇
	/e.	Two or more	<b>∍</b> \			<u> </u>	/
	. / -	1	,	1		+ -1 , -	
97	How many of ye	our brothers	or sisters will b	/· e in college n	ext fall?		
6/.	HOW HILLIP OF Y		J. 3.3.0.	/ <b>`</b> \	(Circle one	<b>).</b> )	
	7 1 2 3				., 0	. /	
	,	One		,		. / •	i
	`,	`Two	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·		•	J
•	*						1
, /	• :	Four or mor	·		4		1
•			*	۲., ۲., ۲., ۲., ۲., ۲., ۲., ۲., ۲., ۲.,	1	•	/
		-				. /	
88.	is English the I	えき きょくし	,	in your nome:	(Circle on	<b>0.)</b>	
, ',		No.	٠ /	<u>``</u>	.:	ر. ا	· ·
, ,	<u>.</u>	•	برسمیر د د د د د د د د د د د د د د د د د د د	<b>7</b> .	2		, L.
,	,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		TV:			,
	1 1	, ,,	• .	<u> </u>			1
<b>.</b> 89.	How long have	you lived in t	the community i	in which you n	iow live? (Circle on	e.)	-
	* [	All mar life					
• •	i						
<u> </u>	17 1 1.	Ten or more	• •			<i>i                                    </i>	1
	0/						
	·		ır years	· · · · · · · · · · · · · · · · · · ·	<del></del>	•	
, ,		One to two				• -	
,	• 1	Less than or	oe year		6	ti	t
·	1		٠·		•	·	
	1 ~		التساسين سمي س	,	· · · · · · · · · · · · · · · · · · ·		

90.	What was the highest please give your best g	,	el each of the	following per	- 1	ted? If you a	•
,		· - · · · · · · · · · · · · · · · · · ·	*	•	Father or male guardian	Mether or female guardian	Oldest brother or sister
i,	Doesn't apply Did not complete high		_		١,	<b>1</b>	1
	Finished high school or	r equivalent				\ \ <b>3</b>	3
	Adult education progra	m/			<b>4</b>	.\4	4
~	Business or trade scho	a /					<b>5</b> i
	Some college	,				ı	1
¥	Finished college (four			-	7		7
•	Attended graduate or medical school), but	prof <b>essional sch</b> o did not attain :	ool (for examp a graduate or	le, law or professional	. •	$\bigvee$	•
• • •	degree	Ţ			,8	8.*	8
<b>b</b> 🛅	Obtained a graduate of		gree (for exam	nple, M.A.,	0	. \	1
?	Ph.D., or M.D.)						
				, , , , , , , , , , , , , , , , , , ,	6		AnA9
91.	As far as you know, ho	w much school	ng do your tat		er (or guardii cle one numbe		
`.; ·-			,	(Gir	Father or	Mother or	
; ;		\$ - \( \land \)		and a second	mole guardies	femele guardian	
<u>.</u>	Wants me to quit high	school without	graduating.		<b>. 1</b> :	, .1	
**	Wants me to graduate	1				• • •	7
	Wants me to graduate	from high school	ol and then go	to a	, '	] .	1
;	vocational, technical						į ·
ر مسسسد مد	Wants me to go to a fo						i i
,	Wants me to go to a g				' <u>'</u>		,
i.	graduating from four	r year college or	university		6	<b></b> , 6	
	I don't know	<b>/</b>		• • • • • • • • • • • • • • • • • • • •	7,	7	,
		1			<b>,</b> , !	· /	
92	. What religion were you	erought up in?		1	(Cincia in a )		' /
	Protes		, , , , , , , , , , , , , , , , , , ,		(Circle one.)		· ·/ .
	·	Catholic			/2	1	
•	, •	Christian	, , , , , , , , , , , , , , , , , , ,		/3		. /
•	Jewish	1 . \			4		
***	Other	(for example, E	stern religion	s),,,,/	,5		6.
,,	None.	1.4	, * 	./	6	•	- /
2 e.,		1:12	1	1 3 1			1 / 1 . 1
,	, , , , , , , , , , , , , , , , , , ,	1	Crestant .		/: 1	11.	1 / .
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		P/`\	· A	•		• . /	<i>⊬</i> 33

94. Which of the

What is the approximate income before taxes of taxable income from all sources.

1.		(Circle ehe.)
= t	Less than \$3,000 a year (about \$60	a, week or less)01
	Between \$3,000 and \$5,999 a year (	
	\$119 a week)	02 #
	Between \$6,000 and \$7,499 a year (	
•	\$149 a week)	03
	Between \$7,500 and \$8,999 a year ( \$179 a week)	from-\$150-to
	Between \$9,000 and \$10,499 a year	
一个清洁	\$209 a week)	
1/1/3	Between \$10,500 and/\$11,999 a year	r (from \$210 to
· . \[ \frac{1}{2} \]	\$239 a week)	
	Between \$12,000 and \$13,499 a year	F (from \$240 to
	\$269 a week)	
	Between \$13,500 and \$14,999 a year	
	\$299 a week)	
<b>479</b>	Between \$15,000 and \$18,000 a year \$359 a week)	(from \$300 to )/
	Over \$18,000 a year (about \$360 a	
/	Over \$10,000 a year (about \$500 a v	week or inore)ty
		/ _// <del>/</del> .
. Which of the	following do you have in your home?	(Circle one number on each I
1	/	/- Have / Do not have
A specific pla	ce for study.	· · · · · · · · · · · · · · · · · · ·
	per	12
Dictionery		1 2
Enqualoriadia	or other reference books	, , , , ,
Magazines.		1 9
	r or cassette player	
Color televisi	on	
Typewriter		
Electric dishv		<b>12</b>
Two or more	cars or trucks that run	
		· • • • • • • • • • • • • • • • • • • •

(Circle one.)

, II	a ru	nd or <i>u</i>	rming $\infty$	mmunity	<b>y</b>		
." Ir	i a sin	all city	or town	of fewer	than 50	,000 peo	ple /
v.	that	s not a	suburb (	of a large	r place.	ķ	
' lr	a me	dium-s	ized city	(50,000-	100,000	people).	3
Ir	1 a su	burb of	a mediu	m-sized c	ity		4 ,
in, "İr	ı a lar	ge city	(100,000	-500,000	people)		5
Ir	á sul	burb of	a large c	ity			6
Ir	a ve	ry large	city_(ov	er 500,00	0 people	e),	7
Ir	ı a sül	burb of	a very ls	uge city.			8
,		• • /	1.1		1.1	- 4- 0.	1



96. What kind of work do YOU plan to go into? (Print the kind of work on the line below.)

•	(for example: TV repairman, sewing machine operator, spray
•	painter, civil engineer, farm operator, farm hand, junior high English teacher)
·	
,	
Little at bland of work door yo	ur FATHER or MALE GUARDIAN usually do? (Print his usual work on the line
below.)	BY PATRICK OF MALE GOARDIAIT GOALING GOT (** TITLE MOTE OF MOT
	(for example: TV repairman, sewing machine operator, spray
;	painter, civil engineer, farm operator, farm hand, junior high English teacher)
	and the state of t
. What are his most importa	nt activities or duties in this work? (Print his duties on the line below.)
•	(for example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings, finishes concrete)
. What is his job title? (Prin	i his title on the line below.)
<b>9</b>	•
<b>8</b>	
00. What kind of business or	industry is he in? (Print the name of the industry on the line below.)
	(for example: TV and radio manufacturer, retail shoe store State Labor Department, farm)
•	
1. What kind of work does y	our MOTHER or FEMALE GUARDIAN usually do? (Print her usual work on the
line below.)	
•	(for example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)
•	,
12 What are her most impo	tant job duties in this work? (Print her duties on the line below.)
)2. What are her most impoi	the same of the sa
,	(for example: Types, keeps account books, files, sells cars,
,	operates printing press, cleans buildings)
>	
	,
	LA MAL, an Alia Mara helewa
03. What is her job title? (Pr	int title on the line perow.)
,	,
04 What kind of husiness of	industry is she in? (Print name of industry on the line below.)
U4. What kind of business of	andustry is site in (1 this name of many of the mount of the
<b>*</b> **	

(for example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)

*35* ·



The research staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next page. This information will be kept in strict confidence and will only be used for future survey purposes.

CONTINUED

Person N					A)				,			•							ė,	
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Do you!	have a	drive	er's t wa	lice:	nse (	auto	mobi the i	ie op	erate ificat	or's c	r ch	auffe			se)?	lf yo	u do		15 <b>0</b> ,F	RIN
Do you!! the state	have a	drive	er's t wa	lice: is is:	nse (	auto	mobi the i	ie op denti	erate ificat	or's c	r ch	auffe			se)?	if yo	u do		ise F	RIN
Do you!! the state	have a	drive	er's t wa	licei is iss	nse (	auto	mobi the i	ie op denti	erate ificat	or's c	r ch	auffe			se)?	if yo	ou do		ise F	rin
Do you!! the state	• in wi	nich i	t wa	licer is iss	nse (	auto	mobi the i	ie op denti	erate	ion n	or chi	auffe Dr.		licen		if yo	ou do		ise F	RIN
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Issuing S If you pl	e in wi	obrevia	t wa	is is:	nse (	auto and	the i	denti	ficat	ion n	umb	auffe Dr.	our's	licen	,			, plea	<u></u>	

Student Test Book



The NLS test battery includes items from ETS tests which are in current use.

To maintain the security of these tests only-sample questions from each section have been included here.

Qualified researchers may write for a copy of the complete test booklet to:

Dr. Thomas L. Hilton
Educational Testing Service
Princeton, New Jersey 08540

#### GENERAL DIRECTIONS

This test has six sections. Some sections have more than one part. During the time allowed for each section or part, you are to work only on it. The time limit for each section or separately timed part is printed at the beginning of each section or part, and the supervisor will tell you when to begin and when to stop. If you finish a section or part before time is called, go back and check your work on that section or part

Your score on each section will be the number of correct answers minus a percentage of the number of incorrect answers. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices.

Mark all of your answers on the separate answer sheet, as no credit will be given for anything written in the test book. Make your marks on the answer sheet heavy and black, as in the examples below.

#### Sample Answers BCDE ABC E

Be sure that the entire box is blackened.

If you wish to change an answer, erase your first mark completely.

#### CONTENTS OF TEST BOOK

Section 1	Vocabulary	5 minutes
Section 2	Picture-Number (Two parts of 5 minutes each)	10 minutes
Section 3	Reading	15 minutes
Section 4	Letter Groups	15 minutes
Section 5	Mathematics	15 minutes
Section 6	Mosaic Comparisons (Three parts of 3 minutes each)	9 minutes
	The state of the s	CO initiation

Total

69 minutes



. SECTION 1

#### VOCABULARY

Time-5 minutes

Directions Each of the questions below consists of one word followed by five words or phrases. You are to select the meaning is closest to that of the word in capital letters.

Sample Question

Sample Answer

A B C E

CHILLY:

- (A) lazy
- (B) nice
- (C) dry
- (D) cold
- (E) sunny

n order to find the correct answer you look at the word chilly and then look for a word below it that has the same or almost the same meaning. When you do this, you see that <u>cold</u> is the answer because <u>cold</u> is closest in meaning to the word chilly.

(This section of the test contained 15 items similar to the sample above.)

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION ID: THE BOOK.

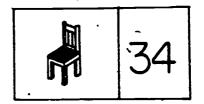


## PICTURE—NUMBER

<u>Directions:</u> This is a test of your ability to remember picture-number combinations. The section has two parts. In each part you will study a page of fifteen pictures with numbers. On a study page the picture-number pairs will look like this:







After studying the page showing both pictures and numbers, you will be told to turn to a page showing the pictures in a different order.

Examples:







On your answer sheet there are ten boxes with numbers above them for each question. One of the numbers will be the number that goes with the picture. You are to blacken the box with that number above it.

Examples:	1.				44		57 	65 	73		92
	2.				41			62 			
•		13	19	28	34	_	58	62	67	73	97

The number that goes with the picture of a telephone is 73, so for example 1 you would blacken the box with 73 above it. For example 2 you would blacken the box with 34 above it.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.



#### Time— 15 minutes

Directions: Each passage is followed by questions based on its content. After reading a passage, choose the best answer to each question and blacken the corresponding space on the answer sheet. Answer all questions following a pessage on the basis of what is stated or implied in that passage.

Despite its problems, black television programing is at last a reality. However, stations broadcasting black programs usually are not supported by advertising. They operate on grants from such corporations as the Ford Foundation, which gives \$5 million a year for new programing. The programs may vary from talk shows o variety shows, such as New York's Soul, to cultural workshops, such as Boston's On Being Black. Chicago has an all-black nightly news show and Charleston features a show with information on job opportunities. Black television is a good thing because it provides professional experience for young actors and technicians (for the production of a television show is largely technical), a showcase for black talent, and an opportunity for white audiences to learn more about themselves as they learn more about the black man.

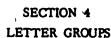
- 1. The passage states that black television usually gets money for its operation from
  - (A) advertising
  - (B) individual donations
  - (C) the government
  - (D) grants
  - (E) collections from audiences
- 2. The author implies that the production of any television program depends mainly on the skill of the
  - (A) actors (B) writers (C) announcers
  - (D) newscasters (E) technicians
- 3. The author's feelings about black relevision progranting can best be described as
  - (A) doubtful (B) respectful (C) sorrowful
  - (D) surprised (E) scornful

- 4. Which of the following does the author list among the benefits of black television?
  - 1. Providing experience for young actors
  - II. Giving white audiences a chance to learn
  - more about themselves
    [II.] Giving black people a chance to meet white people
  - (B) Il only (C) I and Il only (A) I only (D) I and III only (E) I, II, and III
- 5. Which of the following best describes the author's feelings about black television compared to white television?
  - (A) It has had hardships and still faces problems but is on the way to becoming as well established as white television.
  - (B) It is no different from white television in most respects and has adopted the standards of white television.
  - (C) It is technically better organized and more smoothly run than white television.
  - (D) It is more expensive than white television and has higher standards in the quality of its programs.
  - (E) it has a large audience and can afford to pay higher wages than are paid to white television technicians and performers.

GO ON TO THE NEXT PAG

(This section of the test contained 5 reading passages with accompanying questions similar to the item above.)

4



<u>Directions:</u> Each question in this section consists of five groups of letters with four letters in each group. Four of the groups have a characteristic in common which the fifth group does not have. Decide which group is different, and blacken the space on the answer sheet that corresponds to the position (A, B, C, D, or E) of your choice.

Note: The common characteristic will not be based on the sounds of groups of letters, the shapes of letters, or whether letter combinations form words or parts of words.

1	Sampl	Sample Answers			
Ā	<u>B</u> .	<u>c</u> `	<u>,</u>	<u>E</u> .	1. A 🕶 C D 🖡
1. NOPQ	DEFL	ABCD	ніјк	UVWX	1
2. NLIK	PLIK	QLIK	ТНІК	VLIK	2. A B C E

In sample question 1, the letters in four of the groups are in consecutive alphabetical order, but group DEFL in column B is not; so space B has been marked in the sample answers. In sample question 2, four of the groups contain the letter L. Letter group THIK in column D is the group that is different, so space D has been marked in the sample answers.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section of the test contained 25 questions similar to the samples above.)

Sample Answers

#### SECTION 5 MATHEMATICS

<u>Directions:</u> Each problem in this section consists of two quantities, one placed in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken

- A if the quantity in Column A is greater; B if the quantity in Column B is greater;
- if the two quantities are equal;
- D if the size relationship cannot be determined from the information given.

	·			
``	Column A	Column B	•	
Example 1.	20 per cent of 10	10 per cent of 20	1. A B 🚾 🖸	
Evennie 2	6×6	12 + 12	2.	

Sample Questions

Answer C is marked in Example 1 since the quantity in Column A is equal to the quantity in Column B. Answer A is marked for Example 2 since the quantity in Column A is greater than the quantity in Column B.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 25 problems following the format described above.)

### SECTION 6 × MOSAIC COMPARISONS

Directions: This test consists of pairs of mosaics, that is, patterns of squares like those found on tiled floors or walls. Each mosaic is made up of a number of partially shaded squares. The mosaics in each pair are identical except for one square which differs in shading. The vertical columns of both mosaics, are labeled A to C, A to D, or A to E according to the number of columns in the mosaic. Your task will be to locate, for each pair of mosaics, the column that contains the single square which is shaded differently. Then mark the space on your separate answer sheet that corresponds to the letter at the head of that column.

Sample Question

Sample Answer







In sample question 1, the right-hand and left-hand mosaics are identical except for the center square of column B, so answer space B is blackened in the sample answer.

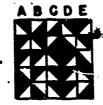
Sample Questions

Sample Answers

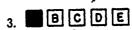












In sample question 2, the bottom square in column D is the one that is different, so answer space D is blackened in the sample answers. In sample question 3, the second square in column A is the one that is different, so answer space A is blackened in the sample answers.

There are three parts to this test. All the mosaics in a single part are the same size. During the three minutes allowed for each part, you are to work on that part only. Do not move ahead to the next part until you are told to do so. Remember only one square is different for each pair of mosaics.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 116 mosaic comparisons, divided into 3 parts as follows:

Part 1 - 56 mosaics

Part 2 - 33 mosaics

Part 3 - 27 mosaics

116 mosaics

## **School Questionnaire**





办	SCHOOL CODE			<b>SE</b>	
个个	, , ,	٠.	<b>9</b>	* * * * * * * * * * * * * * * * * * *	· 
72 —	SCHOOL NAME			LOCATION	

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Conducted by

Educational Testing Service, Princeton, New Jersey for the UNITED STATES OFFICE OF EDUCATION Spring 1972.

## SECTION Program and student information...

, ĉ	1				
. Which of the following b	est describes t	the structure of y			
			(Circle		
,					
	•				
		•			
Other (I	Describe:	•	)4	•	
			*		
. What was the total enroll					
data are available) in ea	ach of the follow	wing years?	•	•	* #.
Grade:	9	10	11	12	Total
1967-1968 enrollment:					
1969-1970 enrollment:					
1971-1972 enrollment:					'
l. During the same yoars, curricula?	., approximatel	y what percenta	Percentage of 1967-68	Percentage of 1969-70	Percentage of 1971-72
curricula?	,		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment	Percentage of 1971-72 enrollment
curricula?	<i>,</i>		Percentage of 1967-68 enrollment	Percentage of 1969-70	Percentage of 1971-72
curricula?	,		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment	Percentage of 1971-72 enrollment
General	eparatory		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment	Percentage of 1971-72 enrollment
GeneralAcademic or college pre	eparatory		Percentage of 1967-68 enrollment%	Percentage of 1969-70 enrollment	Percentage of 1971-72 enrollment
General	eparatory		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment%	Percentage of 1971-72 enrollment%
General	eparatory		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment%%	Percentage of 1971-72 enrollment%
General	eparatory		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment	Percentage of 1971-72 enrollment%
General	eparatory		Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment%	Percentage of 1971-72 enrollment%%
General	eparatory		Percentage of 1967-68 enrollment % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % % %	Percentage of 1969-70 enrollment%	Percentage of 1971-72 enrollment

•		(Circle one.)	
	Only one curriculum in this school		
	None	•	
	1-4%		1
	5–9%	04 ~	-
,	10–14%		
	15–19%		•
	20-39%		
•	40-59%		
	60% or more		•
	Don't know	10	
	y weeks are in your school year?		
. How many	y minutes long are your standard class periods?.		
. Does your	r school classify students as handicapped?		~
•	•	nany numbers as apply.)	Directions
	No	1 }→Sk	ip to question 10.
,	Do not know		
	Yes, by standard tests for evaluating speci		
	Yes, by federal guidelines	4	
	Yes, by state guidelines		oceed to question 8.
		5 → Pro	oceed to question 8.
	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers		oceed to question 8.
. How many	Yes, by state guidelines		oceed to question 8.
	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers	ons 6 → Pro andicapped?	
	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers  y students in your high school are classifled as h	ons 6 → Pro andicapped?	
	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers  y students in your high school are classifled as h	ons6  andicapped?  handicapped students: breach type of handicappe	d student in your sch
	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers  y students in your high school are classifled as h  your school accommodate the following types of  (Circle one number for	ons6  andicapped?  handicapped students: or each type of handicappe	d student in your sch
. How does	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers  y students in your high school are classifled as h  your school accommodate the following types of  (Circle one number for	ons  andicapped?  handicapped students:  reach type of handicappe  Attend Attend regular classes	d student in your schittend some Attend special special classes classes
. How does  Type of har  Multiple 1	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers  y students in your high school are classified as h your school accommodate the following types of  (Circle one number fo	ons  andicapped?  handicapped students:  reach type of handicappe  Attend Atregular classes	d student in your schottend some Attend special special classes classes23
Type of har Multiple l	Yes, by state guidelines  Yes, according to judgments and observati of school counselors and teachers  y students in your high school are classified as h  your school accommodate the following types of  (Circle one number for andicap handicapped	ons  andicapped?  handicapped students: or each type of handicappe  Attend regular classes  .1	d student in your schittend some special special classes classes23
Type of har Multiple l Trainable Educable	Yes, by state guidelines  Yes, according to judgments and observation of school counselors and teachers  y students in your high school are classified as he your school accommodate the following types of (Circle one number for hadicap handicapped.  mentally retarded.	ons  andicapped?  handicapped studentsion each type of handicapped regular classes  1	d student in your schottend some special special classes classes23
Type of har Multiple l Trainable Educable Hard of h	Yes, by state guidelines  Yes, according to judgments and observation of school counselors and teachers.  y students in your high school are classified as he your school accommodate the following types of (Circle one number for naticape)  handicaped.  mentally retarded.  mentally retarded.	ons ons ons ons ons ons one andicapped?  handicapped students: or each type of handicappe Attend Atregular classes one one one Attend Atregular classes one	d student in your schettend some special classes classes23
Type of har Multiple l Trainable Educable Hard of h	Yes, by state guidelines  Yes, according to judgments and observation of school counselors and teachers  y students in your high school are classified as he your school accommodate the following types of (Circle one number for hadicap handicapped.  mentally retarded.	ons  andicapped?  handicapped studentsion each type of handicapped Attend regular classes  1	d student in your schittend some special special classes classes23
Type of har Multiple l Trainable Educable Hard of h Deaf	Yes, by state guidelines  Yes, according to judgments and observation of school counselors and teachers  y students in your high school are classified as he your school accommodate the following types of (Circle one number for handicaped  mentally retarded  mentally retarded  mentally retarded  d	ons ons ons ons ons ons one andicapped?  handicapped students: or each type of handicappe Attend regular classes one one of handicapped  Attend regular classes one of handicapped  1	d student in your scheltend some special special classes classes
Type of har Multiple I Trainable Educable Hard of h Deaf	Yes, by state guidelines Yes, according to judgments and observation of school counselors and teachers  y students in your high school are classified as he your school accommodate the following types of (Circle one number for handicapped.  mentally retarded.  mentally retarded.  mentally retarded.	ons ons ons ons ons ons one andicapped?  handicapped students: or each type of handicappe Attend Ar regular classes one one one in the property of the propert	d student in your schutend some special special classes classes 2 3 2 3 2
Type of har Multiple l Trainable Educable Hard of h Deaf Deaf-bline Speech im Vision im	Yes, by state guidelines Yes, according to judgments and observation of school counselors and teachers  y students in your high school are classified as he your school accommodate the following types of (Circle one number for hadicap) handicapped.  mentally retarded.  mentally retarded.  mentally retarded.  mentally retarded.	ons ons ons ons ons ons one andicapped?  handicapped students: or each type of handicappe Attend regular classes one one of the control of th	d student in your schottend some special classes classes232323232323232323232323233233
Type of har Multiple I Trainable Educable Hard of h Deaf Deaf-bling Speech im Vision im Emotiona	Yes, by state guidelines Yes, according to judgments and observation of school counselors and teachers  y students in your high school are classified as he your school accommodate the following types of (Circle one number for handicapped.  mentally retarded.  mentally retarded.  mentally retarded.	ons	d student in your schuttend some special classes classes2323232323232323232323232323232323

No	. Does your scho	Of Classify Students as disadvantaged:	many numbers	as apply.)	Directions
Do not know	_ 11	No		1 }→Skip t	o question 12.
Yes, by state guidelines. Yes, by other means.  How many students in your high school are classified as disadvantaged?  Indicate the number of students currently enrolled in your regular vocational program who are receive the following additional services designed to enable them to succeed.  Special Additional Services  Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides.  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only.  2   2   3   3   3   4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)		Do not know		<b>2</b> )	•
How many students in your high school are classified as disadvantaged?  Indicate the number of students currently enrolled in your regular vocational program who are receive the following additional services designed to enable them to succeed.  Special Additional Services  Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides  Extra vocational instructors or aides  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms)  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only 2 heroceed to question 14 Yes, but for lowest achieving students only 3 No 4. Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels	. *	Yes, by federal guidelines		3 )	,
How many students in your high school are classified as disadvantaged?  Indicate the number of students currently enrolled in your regular vocational program who are receive the following additional services designed to enable them to succeed.  Special Additional Services  Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides  Extra vocational instructors or aides  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms)  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only 2 heroceed to question 14 Yes, but for lowest achieving students only 3 No 4. Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels		Yes, by state guidelines		4 }→Procee	ed to question 11.
Indicate the number of students currently enrolled in your regular vocational program who are receive the following additional services designed to enable them to succeed.  Special Additional Services  Readers or interpreters for bilingual, deaf, or blind students  Extra vocational instructors or aides.  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms)  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  3. No.  4. Skip to question 16.  Yes, at all grade levels.  (Circle one.)  Yes, at all grade levels.		Yes, by other means		(5)	ŧ
the following additional services designed to enable them to succeed.  Special Additional Services  Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides.  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  3. No.  4. Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels.  (Circle one.)	. How many stud	,	. !		
Special Additional Services  Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides.  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  No.  4. Skip to question 16.  Ves, at all grade levels.  (Circle one.)  Yes, at all grade levels.	. Indicate the nu	mber of students currently enrolled in y	our regular vo	cational progra	m who are receiv
Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides  Basic education teachers  Special instructional materials, aids  Testing and diagnosis  Schedule modification  Facilities (such as elevators, ramps, rooms)  Equipment modification  Arrangements for professional aid or services outside of school.  Guidance and counseling  Job placement and follow-up  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students  Yes, but for highest achieving students only  Yes, but for lowest achieving students only  No  4. is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels	the foilowing a	dditional services designed to enable the	em to succeed		Handlessand
Readers or interpreters for bilingual, deaf, or blind students.  Extra vocational instructors or aides.  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  No.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels.  1	я				and .
Extra vocational instructors or aides  Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  Yes, for all students.  Yes, but for highest achieving students only 2  Yes, but for lowest achieving students only 3  No 4. Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels 1	•		only	only	disagnantagag
Extra vocational instructors or aides  Basic education teachers  Special instructional materials, aids  Testing and diagnosis  Schedule modification  Facilities (such as elevators, ramps, rooms)  Equipment modification  Arrangements for professional aid or services outside of school.  Guidance and counseling  Job placement and follow-up  Yes, for all students  Yes, but for highest achieving students only  Yes, but for lowest achieving students only  No  4. Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels	Readers or inte	erpreters for bilingual, deaf, or blind	·· .		
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Basic education teachers.  Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  3 No.  4. → Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels.	Extra vocation	nel instructors or aides			
Special instructional materials, aids.  Testing and diagnosis.  Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  3. No.  4. Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels.		/ hase			
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Schedule modification.  Facilities (such as elevators, ramps, rooms).  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle ene.) Directions  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  No.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle ene.)  Yes, at all grade levels.	· 			-	
Schedule modification.  Facilities (such as elevators, ramps, rooms)  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students	Special instruc	ctional materials, alds		•	
Schedule modification.  Facilities (such as elevators, ramps, rooms)  Equipment modification.  Arrangements for professional aid or services outside of school.  Guidance and counseling  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students	Testing and d		_ A	·	<u> </u>
Facilities (such as elevators, ramps, rooms)  Equipment modification  Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up  Job placement and follow-up  (Circle one.)  Ves, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  No.  4. → Skip to question 16.  (Circle one.)  Yes, at all grade levels.	_			•	•
Equipment modification  Arrangements for professional aid or services outside of school.  Guidance and counseling  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Gircle one.)  Yes, for all students	Schedule mod	ification		<u> </u>	<del></del>
Equipment modification  Arrangements for professional aid or services outside of school.  Guidance and counseling  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Gircle one.)  Yes, for all students		h as elevators ramps mams)			•
Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  No.  4. → Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels.	Facilities (suc	II as elevators, ramps, rooms/			
Arrangements for professional aid or services outside of school.  Guidance and counseling.  Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students.  Yes, but for highest achieving students only.  Yes, but for lowest achieving students only.  No.  4. → Skip to question 16.  4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels.	Equipment m	odification		<del></del>	<u> </u>
Guidance and counseling  Job placement and follow-up  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students	* -	•	,	•	
Guidance and counseling  Job placement and follow-up  3. Does your school group or track high school students according to ability or achievement?  (Gircle one.) Directions  Yes, for all students	Arrangements	s for professional aid or services			
Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students	outside of s	Cnool		1	
Job placement and follow-up.  3. Does your school group or track high school students according to ability or achievement?  (Circle one.) Directions  Yes, for all students	Guidance and	counseling	·		
3. Does your school group or track high school students according to ability or achievement?  (Gircle one.)  (Gircle one.)  (Gircle one.)  (Gircle one.)  (Gircle one.)  (Gircle one.)  (Froceed to question 14  Yes, but for highest achieving students only  Yes, but for lowest achieving students only  (A. is ability or achievement grouping used at all high school grade levels?  (Gircle one.)  Yes, at all grade levels					,
Yes, for all students  Yes, but for highest achieving students only  Yes, but for lowest achieving students only  No	Job placemen	t and follow-up	•		
Yes, for all students  Yes, but for highest achieving students only  Yes, but for lowest achieving students only  No				hilih, an achieu	·omont?
Yes, for all students  Yes, but for highest achieving students only  Yes, but for lowest achieving students only  No	3. Does your sci	hool group or track high school students	according to	ibility or actives	
Yes, but for highest achieving students only		- 1	L.	-	Directions
Yes, but for highest achieving students only		Yes, for all students		1	
Yes, but for lowest achieving students only		Yes, but for highest achieving student	s only	2 }→Froc	eed to question 14
No		Yes, but for lowest achieving students	only	3	
4. Is ability or achievement grouping used at all high school grade levels?  (Circle one.)  Yes, at all grade levels	- (	No	·········	4→Skip	to question 16.
(Circle one.)  Yes, at all grade levels1	•	• •	چين	•	
(Circle one.)  Yes, at all grade levels1	4. Is ability or a	chievement grouping used at all high sc	hool grade lev	els?	•
				(Circle one.)	
		Yes, at all grade levels		1	

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	(Circle	one.)	
	Yes, in all subject-matter sreas	·	•
	No, only in certain subject-matter areas	}	
16.	What is the approximate average daily percentage attendance in your hig	ıh schooi?	
	(Circle		
	Over 95%1	• 1	
	90-95%2	}	,
	*85-89 <i>%</i>	}	
	80-84%	ŀ	
	<b>75–79%</b>	•	
	<b>70–74%</b> 6	}	•
	69% or lower	•	
17.	What is the approximate percentage of boys and girls who enter the 10	Oth grade but	drop out before
	graduation? (Do not include students who transfer to another school.)		,
	(Circle o	ne in each colu	mn.)
•	Boys v		
	School does not have 10th grade	01	
	0-4%02	02	
	_5-9%03	03	
	10–14%04	04	
	15–19%05	05	
	20–29%06	06	_
	30–39%	07	
	40–49%		
	50% or more09		
	Don't know10		
18.	Approximately what percentages of current students and current faculty	are members	of the following
	ethnic groups?	15	
		Student component	Faculty component
	American Indian	. %	% (1
•••		9	
	Black or Afro-American or Negro	%	% (2
_	Mexican-American or Chicano	%	% (3)
•	•		
	Puerto Rican	%	% (4)
	Other Latin American origin.	9%	
	•	•	
	Oriental or Asian-American	%	% (6)
	White or Caucasian	<b>07</b> .	O7_ 171
			€
	Other	. <u>·</u> %	% (8)
		Entries s	hould total 100%

19. When did each of the following ethnic groups first enter this school?

(Circle one number on each line.) No Has always 6 to 10 Over 10 included Within last 2 years -years ago years ago years ago this group 2......3......4......5......6..... American Indian.....1..... Black or Afro-American or Negro...1.....2.....3.....4.....5.....6......7 Other Latin-American origin......1......2.......3......4.........5.......6.........7 20. Approximately what percentage of the students are children of: Professional and managerial personnel...... Sales, clerical, technical, or skilled workers..... Factory or other-blue collar-workers .---Farm workers... Other persons..... Entries should total 100%. 21. What was the total number of students graduated from the 12th grade in the 1970-71 school year?...... 22. To the best of your knowledge, about what percentage of the entire 1970-71 graduating class is now enrolled in a regular two-year or four-year college? (Circle one.) 20-29%......03 50-59%..... 60-69%......07 80-89%......09 90-99%......10

(for example of service.		•
	(Circle one.)	
	None00	, ,
	1-9%	` .
-	10–19%02	•
	20-29%03	
	30-39%04	
	40-49%05	
	50-59%06	• •
	60-69%07	
	70–79%08	
	80-89%09	,
	90-99%	,
	All11	
<b>4 4 - - - - - - - - - -</b>		٠
4. Approxing the	nately how many colleges sent a representative to talk with interested student he 1971-72 school year?  (Gircle one.)	s in this high school
4. Approxing the	nately how many colleges sent a representative to talk with interested student he 1971-72 school year? (Circle one.)	s in this high school
4. Approximate during the	nately how many colleges sent a representative to talk with interested student (Gircle one.)  None	s in this high school
4. Approxing the	nately how many colleges sent a representative to talk with interested student he 1971-72 school year?  (Gircle one.)  None	s in this high school
4. Approxing the	None	s in this high school
4. Approxing the	nately how many colleges sent a representative to talk with interested student he 1971-72 school year?  (Gircle one.)  None	s in this high school
4. Approxing the	nately how many colleges sent a representative to talk with interested student ne 1971-72 school year?  (Gircle one.)  None	s in this high school
4. Approxing the	nately how many colleges sent a representative to talk with interested student he 1971-72 school year?  (Gircle one.)  None	s in this high school
during th	nately how many colleges sent a representative to talk with interested student ne 1971-72 school year?  (Gircle one.)  None	
during th	nately how many colleges sent a representative to talk with interested student to 1971-72 school year?  (Gircle one.)  None	îţ în, college?
during the	nately how many colleges sent a representative to talk with interested student to 1971-72 school year?  (Gircle one.)  None	îţ în, college?

School offers one or more courses of the College Board A	Yes	No
Placement Program		<b>2</b> '
School offers own advanced courses		2
School offers no special courses but individual students requalify through Advanced Placement Examinations	nay11	2
Students may take college courses while attending high s	chool1	2

## B Resources...

fin	nanced programs. (Circle one nur	nber on each (	line.)
	School participate	School does not	
Ut	pward Bound1	<b>2</b>	
No	eighborhood Youth Corps Program1	2	•
	ementary and Secondary Education Act:	-	
	Title I (education of children from low-income families)1	<b>. 2</b>	
	Title III (supplementary education centers and services)1		
	Title VI: (education of the handicapped)	<b>. 2</b>	
	Title VI (bilingual education programs)1		
	Title VIII (general provisions)1		
Vo	ocational Education Act of 1963 as amended:		
	Title I, Part B (State Vocational Education Programs, including regular Cooperative Education Programs)	2	
	Title I, Part D (Exemplary Programs and Projects)1	<b>. 2</b>	
	Title I, Part F (Consumer and Homemaking Education)1	<b>. 2</b>	
	Title I, Part G (Cooperative Vocational Education Programs)1	2	_
	Title I, Part H (Work-Study Programs for Vocational		
	Education Students)	<b>2</b>	•
[ <i>T</i> :	Education Students)	Ct.	the grades
[Iii	Education Students)	he teachers of ool year, part-time	the grades
[Iii	Education Students)	ne teachers of cool year, part-time ars would	*
[Zinin	Education Students)	ne teachers of cool year, part-time ars would	*
[Iii	Education Students)	ne teachers of	*
[Iii	Education Students)	ne teachers of	*
[Iii	Education Students)	ne teachers of	*
[Iii	Education Students)	ne teachers of	*
[Iii]	Education Students).  In your answers to questions 27 through 30, please be sure to include ONLY to adicated in question 1 to describe the structure of your high school.]  ow many high school classroom teachers are on the teaching staff this school counting librarians, counselors, and administrative personnel? (Count perchase according to full-time equivalents; for example, two half-time teachers are one full-time teachers.)  That percentage of the full-time high school teachers in this school at the end are since left for reasons other than death or retirement?  Less than 5%	ne teachers of	*
[II in He ne te	Education Students).  In your answers to questions 27 through 30, please be sure to include ONLY to include in question I to describe the structure of your high school.]  In your answers to questions 27 through 30, please be sure to include ONLY to include in question I to describe the structure of your high school.]  It is counting the school classroom teachers are on the teaching staff this school teachers according to full-time equivalents; for example, two half-time teachers are on the teachers according to full-time equivalents; for example, two half-time teachers are on the teaching staff this school teachers are on the teaching staff this school.  It is a school of the full-time equivalents; for example, two half-time teachers are on the teaching staff this school.  It is a school of the full-time equivalents; for example, two half-time teachers are on the teaching staff this school.  It is a school of the full-time high school teachers in this school at the end are since left for reasons other than death or retirement?  I have since left for reasons other than death or retirement?  I have since left for reasons other than death or retirement?  I have since left for reasons other than death or retirement?  I have since left for reasons other than death or retirement?	ne teachers of	*
[Iii	Education Students).  In your answers to questions 27 through 30, please be sure to include ONLY to adicated in question 1 to describe the structure of your high school.]  ow many high school classroom teachers are on the teaching staff this school counting librarians, counselors, and administrative personnel? (Count perchase according to full-time equivalents; for example, two half-time teachers are one full-time teachers.)  That percentage of the full-time high school teachers in this school at the end are since left for reasons other than death or retirement?  Less than 5%	ne teachers of	*

j. About what p	percentage of the full-time high school teachers are men?	r	•
	(Circle ene.)		
	Less than 10%		
	10-29%2		•
•	30=49%3	1	
	50 <del>-69</del> %4	1	
•	70-89%5	·	
	90% or more6	• ,	
•	3		
		da dagaaag	
). About what	percentage of the full-time high school teachers have master's or doctor	L.2 değledet	
~	(Circle one.)		
	Less than 10%1		
	10-29%2		
,	30–49%3		
	50–69%4		
	70–89%	•	
And the second s	90% or more6		
	ull-time counselors are there in this high school? (Please include only the indicated in question 1.)	e counselors	ser
	ndicated in question 1.) (Circle one.)	counselors	ser
	ndicated in question 1.) (Circle one.)  None0	counselors	ser
	ndicated in question 1.) (Circle one.)	counselors	ser
	ndicated in question 1.) (Circle one.)  None0	counselors	ser
	None	e counselors	ser
	None	counselors	ser
	Indicated in question 1.)       (Circle one.)         None.       .0         One, less than full-time.       .1         One, full-time.       .2         Two.       .3         Three.       .4         Four.       .5	counselors	ser
	Indicated in question 1.)       (Circle one.)         None.       .0         One, less than full-time.       .1         One, full-time.       .2         Two.       .3         Three.       .4	counselors	ser
	Indicated in question 1.)       (Circle one.)         None.       .0         One, less than full-time.       .1         One, full-time.       .2         Two.       .3         Three.       .4         Four.       .5	e counselors	ser
	Indicated in question 1.)       (Circle one.)         None.       .0         One, less than full-time.       .1         One, full-time.       .2         Two.       .3         Three.       .4         Four.       .5         Five.       .6         Six.       .7	e counselors	ser
	Indicated in question 1.)       (Circle one.)         None.       .0         One, less than full-time.       .1         One, full-time.       .2         Two.       .3         Three.       .4         Four.       .5         Five.       .6	counselors	ser
the grades	Indicated in question 1.)       (Circle one.)         None.       .0         One, less than full-time.       .1         One, full-time.       .2         Two.       .3         Three.       .4         Four.       .5         Five.       .6         Six.       .7         Seven or more.       .8		
the grades i	None		
the grades in th	None		
the grades i	None		
the grades in th	None		
the grades in th	None		

		. 1	•	(cited one will)	ber on each line	•/
		1	_	ls previded	is not provided	
	A psychologist	or psychiatrist (full-time)			-	
	A psychologist	or psychiatrist (part-time).			/2	
		unselor trained in psychologi				~ ~
		ingement with a mental-healt				
	Other (Specify	_	j		_	
	(		<del></del> -		₹/	
,	What is the am	proximate number of catalo	uad volumes in the s	chool library?		
•	Must is ma ab	, in the state of care in	juon voidilies ili tilo s	(Circle one.)		
	ې	No library\		1		
	,	Less than 2,500	•			
		2,500-4,999	,		•	
•		5,000-7,499:			,	*
	-	7,500-9,999	*		•	
	I	10,000–14,999		1		~
		•				
		15,000 or more	····			
	.*	1	and the same of th			•
5.	At what times	do students at this school ha	ive access to the scho	ol libṛary?		
		- · <i>g</i>		(Circle one nam	ber on each line	S)
	•	r		(and are use		••
	•	•	•	Have access	Do not have access	••
	During regula	r school hours	•	Have access	Do not have access	•
•		r school hours		Have access	Do not have access	
•	During lunch	periods	· ····································	Have access	Do not have access	,
•	During lunch Before school	periodshours-morning	······································	Have access1	Do not have access22	,
	During lunch Before school After school h	periodshours—morningours—afternoon	······································	Have access	Do not have access222	·, ·
•	During lunch Before school h After school h After school h	periodshours—morningours—afternoon	······································	Have access11	Do not have access22222	·, ·
•	During lunch Before school h After school h After school h	periodshours—morningours—afternoon	······································	Have access11	Do not have access22222	,
	During lunch Before school After school h After school h Weekends	periodshours—morningours—afternoon		Have access1	Do not have access222222	
S.	During lunch Before school h After school h Weekends	periods. hours—morning. ours—afternoon. ours—night.		Have access1	Do not have access222222	
S.	During lunch Before school After school h After school h Weekends	periods. hours—morning. ours—afternoon. ours—night.		Have access1	Do not have access2222222	
<b>S.</b>	During lunch Before school h After school h Weekends	periods. hours—morning. ours—afternoon. ours—night.	nverage student have	Have access  1  1  1  1  1  (Circle one.)	Do not have access2222222	
	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning hours—afternoon hours—night ss hours per week does the vary facilities?	average student have	Have access	Do not have access2222222	
	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning. ours—afternoon. ours—night. ss hours per week does the vary facilities?	average student have	Have access1	Do not have access2222222	
	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning. ours—afternoon. ours—night. ss hours per week does the vary facilities? None. Lees than one hour. One hour.	average student have	Have access	Do not have access2222222	
	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning. ours—afternoon. ours—night. ss hours per week does the eary facilities?  None. Less than one hour. One hour.	average student have	Have access	Do not have access2222222	
	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning. hours—afternoon. hours—night. ss hours per week does the rary facilities?  None. Less than one hour. One hour. Two hours. Three hours.	average student have	Have access	Do not have access2222222	
	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning. ours—afternoon. ours—night. ss hours per week does the eary facilities?  None. Less than one hour. One hours. Three hours. Four hours.	average student have	Have access	Do not have access2222222	
<b>6.</b>	During lunch Before school h After school h Weekends How many cla use of the libr	periods. hours—morning. hours—afternoon. hours—night. ss hours per week does the rary facilities?  None. Less than one hour. One hour. Two hours. Three hours.	average student have	Have access111	Do not have access2222222	

37. Does the school have specialized laboratory or shop facilities or student learning stations other than lecture halls or classrooms. There are two parts to this question. Answer Part il only for those subjects in which instruction is offered.

(Circle ene number on each line.)

PART   Is a course effered in the subject?   If "Yes," answer Part   I.   Are specialized lab or shop facilities or learning stations available?   Ne	•	(allese and limited) an acci. in	101/
General science		is a course difered in the subject? if "Yes," answer Rart II.	Are specialized tab or shop facilities or learning
General science	•	No Yay	No Yes
Chemistry.       1       2       1       2         Physics.       1       2       1       2         Foreign languages.       1       2       1       2         Vocational-Technical       3       2       1       2         Agriculture.       1       2       1       2         Business or commercial.       1       2       1       2         Distributive education.       1       2       1       2         Health occupations.       1       2       1       2         Home economics.       1       2       1       2	General science		22
Physics       1       2       1       2         Foreign languages       1       2       1       2         Vocational-Technical       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3       3 <t< td=""><td>Biology</td><td></td><td>, <b>12</b></td></t<>	Biology		, <b>12</b>
Foreign languages       1       2       1       2         Vocational-Technical       3       3       4       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1	Chemistry		1 2
Foreign languages       1       2       1       2         Vocational-Technical       3       3       4       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1       2       1	Physics	/	12
Agriculture.       1       2       1       2         Business or commercial.       1       2       1       2         Distributive education.       1       2       1       2         Health occupations.       1       2       1       2         Home economics.       1       2       1       2			. 12
Business or commercial.       1       2       1       2         Distributive education.       1       2       1       2         Health occupations.       1       2       1       2         Home economics.       1       2       1       2	Vocational-Technical	,	
Distributive education       1       2       1       2         Health occupations       1       2       1       2         Home economics       1       2       1       2	. Agriculture	<b>1</b> 2	12
Health occupations	Business or commercial		12
Home economics	Distributive education		12
· ·	Health occupations		1 2
· ·	•		12
	t .		12

38. How adequate are the number and quality of student learning stations* in the labs or shops to allow their full use by each of the students taking a course in the subject?

(Circle one number in each line of Part I and Part II only if courses are offered.)

	(and and manner in accounting as a con-	
(Circle if ne course is offered.)	Part I—Adequacy in terms of number	Part II—Adequacy in terms of quality & up-to-dateness
	Very adequate Adequate Inadequate	Very adequate (nadequate (very modern, (obsolete or in peor equipment). Adequate candition)
General science0	13	13
Biology0	12	1;3
Chemistry0	13	13
Physics0	13	13
Foreign languages0	13	13
Vocational-Technical	•	er .
Agriculture0	13	13
Business or commercial0	1	13
Distributive education0	13	13
Health occupations0	124	13
Home economics0	13	\ 13
Trade or industrial occupations0	13	13

The number of student learning stations is defined as the number of individual students that can be efficiently and safely accommodated at one time for instructional purposes within a laboratory or shop. This number is a measure of the physical facilities and equipment and is not affected by a change in the number of instructors or teachers.

	<b>*</b> • • • • • • • • • • • • • • • • • • •		(Circle one.)	٠.
•	Less than 1 year old		1	ବ :
	1-4 years old			
	5–9 years old		3	
	- 10-19 years old			
•	20-29 years old/		5	
,	30-39 years old		6	
	40-49 years old	,	7	•
,	50 years or older		8	
	•			
Which of th	ne following best describes the loca	ation of this school?	•	
-	1		(Circle one.)	4
•	In a rural or farming commun	nity	1	
	In a small city or town of few that is not a suburb of a la			
•	In a medium-sized city (50,00	06-100,000 people)	., <b>3</b> .	
• , .	In a suburb of a medium-size	d _i city:	4	_
	In a large city (100,000-500.0	)00 people)	5	~
<b>1</b>	In a suburb of a large city	, t	6	
•	In a very large city (over 500			•
	In a suburb of a very large ci	ity	8	
Approxima institution	itely how many miles is it from this s that students from th <del>i</del> s school co	school to the nearest	t of each of the foild	owing postseco
	niles to a junior or community colla			
n	niles to a vocational, technical, trad	ie, or business school		
	niles to a four-year college or unive	• 4 .		

# SECTION - Grading system...

In what form are grades given	t -		
	(Circle ene.)	Directions .	
Letter grades only	1	→ In the list of letter grad your school.	ies below, circle only those used by
Numerical or percentage grade	<b>.</b>		
only	2	appropriate equivalent le	percentage grades used next to the etter grades in the tabla below. (For cal grade or a 70 percentage grade ?.)
Other grading system (such a pase-fail, different type of letter grade, or ranking like	of		
I, II, III, etc.)		-> Please describe it here_	
•			l in the "Other Grade" column below equivalent letter grades in the table.
More than one grading system	4		the appropriate spaces in the table

	Table of Gr	ade Equivalents	
Letter Grade	Numerical Grade	Percentage " Grade	Other Grade
· <b>A</b> +,	<u>.</u>		
. <b>A</b>	· .	<del></del>	. ———
A-			
<b>B</b> +		,	·
В	·		· · ·
B-	<del>.</del>	•	
C+	·		
C			· · ·
C-		-	
<b>D</b> +		· ·	·
D	<u> </u>	·	·
D-			
E		·	

Thank you very much. Your help in this study is very much appreciated.

12~

O.M.B. No. 51-S-72010 -APPROVAL EXPIRES 1-31-73



NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

## Counselor Questionnaire



SCHOOL NAME

SCHOOL CODE

COUNSELOR NUMBER





...123

Prepared for the UNITED STATES OFFICE OF EDUCATION by Educational Teging Service, Princeton, New Jersey



	**		
	Conferences with individual students	%	
<b>~</b> ,	Group counseling sessions with students	%	
	Conferences with parents	%	Entries
	Conferences with teachers and other school personnel	%	should
*	Record keeping and clerical work	%	to <b>tal</b> 100%.
	Community and/or agency contacts	-%	
- Andrewson - Marie -	Professional meetings.	%	<i>:</i>
. •	Other (specify)	* .	•
	Course (aboutly)		•
· •	<del></del>	~	
		%	
About what a	ercentage of your time with students (to nearest 5%) is spe	nt dealing	with each o
following?	ercentage or your unite with statemes (to hearest 3/8) is she	,	
1	Career or vocational guidance (NOT college-oriented),		1
•	job placement, or job referral	%	•
•	College entrance	%	
•	Postsecondary education other than four-year college	%	Entries
\ <u></u>	Attendance and discipline.	<b>%</b> ,	should
	Personal and family problems		total
•			100%.
,	High school academic choices		
	High school academic problems	%	
	Other (specify)		
1	·	Α	
· 1)			•
		%	•

ERIC PEULITESAS Provides Day ERIG

4.	How many students are assigned to you for counseling? (Circle one.)	••	
•	Under 501		
	50-99		4
	100-1993	•	•
٠	200-2994		
	300-399	•	•
•	400-4996	~	
	500-5997		
	600-6998	•	
	700 or more9	^	
	•		
5.	How many different students, on the average, do you counsel in a week individ	ually or in groups?	
••		er in each column.)	
	Individually	in groups	•
	None	0	
	Some but fewer than 101		
	10-19		
-	20-29		-
	30-39	1	
•	·		
	40-495		
	<b>50-59</b>		•
	70 or more8		
	70 or more		
6.	Here are some methods that are often used to help place students in jobs foll	owing graduation. Pl	•
	indicate whether or not you have used each method during this school year.	h !!m. \	
4	_	ber on each line.) Have not used	
	Canvass community employers for job opportunities	2	
	Canvass employers in nearby communities1		
	Contact state employment agencies for job openings1		
	Contact private employment agencies for job openings1		
	Review want ads for job opportunities1		
•	Advise students generally on how to find jobs	2	
	Arrange for employers to interview students		
	Help students find summertime jobs1		
	Help students find part-time, school-year jobs	2	
	Follow up progress of past graduates1		
	Promote placement by speaking to civic groups1	,2	
	Canvass labor unions about job opportunities		
	Arrange postsecondary school apprenticeships	2	

7. Sources of financial aid for postsecondary education that educators often recommend to students are listed below. Please indicate whether or not you have recommended each source to any student during the past two years (Part I). And if you have recommended a source, to your knowledge has any student used this source of aid (Part II)?

used this source of aid (Part II)?	, PART I		PART II	_
	I have recommended (If "Yes", answer Part II.		ent actually	used
	No Yes	No	Yes	Den't know
College or university scholarship or loan	2	1	2	<b></b>
State or local scholarship or loan program	<b>1</b> 2	1	2	<u>3</u>
Scholarship from a private organization or company	2	<b>1</b>	2	3
Veterans Administration survivors' benefits (GI Bill compensation pension)	on .	1 1	<b>2</b>	3
ROTC Scholarship Programs	1 2	1	2	3
College Work-Study Program		1	2	3
Social Security Benefits for Students A 18 to 22 (for children of retired, disable or decessed parents)	d,	1	<b>2</b>	3
National Defense Student Loan Program		1	2	3
Federal Guaranteed Student Loan Program	2		2	
Educational Opportunity Grant Program		رز1		<b>.3</b>
Health Professions Student Loan Program	m2	1:	2	<b>3</b> ָ
Health Professions Scholarship Program	2	1	2	<b>.</b> 13
Nursing Student Loan Program			2	
Nursing Scholarship Program	1 2	1	2	3
General Scholarship Program	1 2	1	<b>2</b>	<b>. 3</b>
Law Enforcement Education Program.	1 2	.1	2	<b>. 3</b> .
Veterans Administration War Orphans Educational Assistance Program	.,2	· <b>.1</b>	<b>.2</b>	3
Regular bank loan	2	1	2	<b>. 3</b>

8. Have you had counseling experience prior to this year in schools with ethnic or racial minority groups?

(Circle one number on each line.)

Have had Have not had

		experience	experien
-	Schools with 0-20% minority students	1	2
	Schools with 21-40% minority students		2
	Schools with 41-60% minority students	1. ,	2
	Schools with 61-80% minority students	1	2
	Schools with 81-100% minority students	1	2
	Schools in which many students spoke a primary language other than English.	1	2

•	have you had?		*	(Circle on	number on c	ach line.)	
•	,		None	1	2	3	4 or more
	<b>1</b>						
Minority gr	oup		0	1	2	3	4
Personal			0		2	3	4
Vocational.			0	1	2	3	4
Other (spec	rify)		0	1	2	3	4
	f					•	
). In college o	or elsewhere (suc	ch as inservi	ce training), h	ow many hou	ers of super	vised practi	ce in each
the followin	ig kinds of couns	eling have yo	u had?	./Circle on	number on c	neh line.)	•
•			None	1-5	6-10	11-20	Over 20
Educations	r		0	<b>. 1</b>	<b>2</b>	3	4
	roup						
	:ify)	•					
· · · · · · · · · · · · · · · · · · ·	шу)	<del></del>					^,
		N .					$l_I$
. As of the e	nd of this school	year, how ma	nny years will	-		ool?	
* *,					(Circle one.)	•	
		•				_	
						•	,
٠	•						
	· ·		• • • • • • • • • • • • • • • • • • • •				
	. •					•	
	•	• •					
٠							•
	30 or more y	years			8		
					•	1	
. As of the e	nd of this school	year, what w	ill be your tota	al number of	years of cou	nseling exp	erience?
*				(Circle one no	ımber in each	column, if a	ppropriate.)
•					Fuil-time	Part-time	-
Less than o	one year				1	1	
	<b>9</b>				<b>2</b>	<b>2</b>	
	<b>5</b>	? <del>?***</del> }			<b>.3</b>	• • • •	
1 or 2 year							
1 or 2 year 3 or 4 year	" <b>5</b> ,	<i>.</i>					
1 or 2 year 3 or 4 year 5 to 9 year	•						
1 or 2 year 3 or 4 year 5 to 9 year 10 to 14 ye	<b>5</b> .				5	5	
1 or 2 year 3 or 4 year 5 to 9 year 10 to 14 ye 15 to 19 ye	s			• • • • • • • • • • • • • • • • • • • •		5 _. 6	•

13.	Your áge at	your last birthday?	(Circle one.)
	į	Under 25	
٠.		26 to 29	
,		30 to 34.`	
		35 to 39	
		40 to 44	
		45 to 49	
	•	50 to 54	
		55 to 59	
		60 to 64	
	,	65 or older	10
••	, Y		
14.	Your sex?	•	(Circle one.)
`.	•	Female	
· -	•	Male:	<b>. 2</b>
15.	How do you	describe yourself?	(Circle one.)
		American Indian	
	1.	Black or Afro-American or Negro	
		Mexican-American or Chicano	
•		Puerto Rican/	
		Other Latin-American origin	
Ī		Oriental or Asian-American	
	•	White or Caucasian	
	•	Other	• 8

=1

#### COMMENTS

Does your school have any special programs or approaches not covered by this questionnaire that you feel are having a significant influence on the educational or cureer plans of students? If so, please list and describe them below.

Thank you very much. Your help in this study is very much appreciated.



# Student's School Record Information

Student's Name	L			,			4	VST	<u> </u>		٠			~		-	<u> </u>					FIR	ST	<u> </u>	<u> </u>		1	M.I.
			٤	Sch	001	Co	de			<u> </u>		<u>.</u>		]	Stu	ude	enț :	Nun	nber	]	- - - - - -		]			`		
-			S	ch	ool	Na	me	_																		,		2





NATIONAL LONGITUDINAL STUDY-OF-THE-HIGH SCHOOL CLASS OF 1972

Conducted by
Educational Testing Service, Princeton, New Jersey for the
UNITED STATES OFFICE OF EDUCATION
Spring 1972

Most of this information should be obtainable from the school's records. However, information not available from the records may be obtained by interviewing the student, using a blank copy of this form as an interview guide.

* Student's				П			Ī								1				
Address	· · · · · ·	NUMB	ER						1			STI	REET			•			<u> </u>
		Т Т		1						<u> </u>	<u> </u>	Τ	Γ-	Т	T				<u> </u>
-		<u>i</u>		l	TY			<u> </u>		!		STAT	<u> </u> E		I	<u> </u>	ZIP		<u> </u>
		,		•	••						,		_						ì
•	٠,	Socia	ıl Sec	urit	y Nu	ımbe	r į		_			`		_			•		
*		Rank	in Se	nio	r Cla	155	_	<u>.\</u>				,		_					
•	•	Total	Num	ber	in S	enio	r Cla	<b>3</b> 5				<u>,'                                    </u>	<u> </u>	_					
	•									•	_/	,				_			
What is thi	e etudentis	e avere	il acı	ada	mic	aver	*ne7	(lie	. whi	chev	er Gi	radin	a sv:	stem	is as	? d be		r sch	100
***************************************	3 3tma4(1t :		.,,				<b></b>	,			••••						grad		
,	Gr	ading sy	ystem	1					(CI	rcle d	one.)		ident erag	_		vest Sible		Highe Possi	
Average le										1	)							•	
Percentage	•			-					_		_	<b>-</b>							
Grade-poin											1			_					
Other	• • • • • • • •	,		• • • u	• • • •	• • • •	• • • •	• • • •	• • • •	4	•				**		•		
If the studentaken and SAT-YEAR SAT scores:	the scores	receiv 19	red (r	reco	ord (	only	the n	nost	recei	nt se	t of	score ct —' ct sc	S fo YEAR Ores	r ead TAE	h tes EN .	i).	19		I I
Quantite	tive	🗀		Ĺ	]		*		,			Soci	ial S	tudie	s Rec	ding	ζ		Ţ
							*		•		•	Scie	nce :	Read	ling	· • • • •	• • • •		
1	,											Ma	them	atica				. [	T
	,	٠		•						• .		Tot	al Sc	юrе.	····	• • • •	• • • •		$\mathbb{L}$
Has this st	tudent trai	nsferra	id to	this	sch	ool i	from	ano	ther s	scho	ol?				•	-			
											•	(Cir	cie e	ne.)					
^	• • • • • • • • • • • • • • • • • • • •	· · · · · · · · ·																	
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ERIC Full Text Provided by ERI 4. How many semester courses will the student have taken in each of the following subjects between July 1, 1969, and the date he or she graduates? How many class periods per week did these courses meet?

EXAMPLE: If a student took six semester courses in science, and four of these courses met five class periods per week whereas two courses met only three class periods per week, you would enter "6" for the Total number of semesters of instruction and "4" and "2", respectively, in the "5" and "3" columns uniter Number of class periods per week.

•	Total number		lumber	of class	periods	per w	ook
Type of course	of semesters of instruction	1	2	3	4	5	More than 5
icience				•			
oreign languages					·		
ocial studies		,			<u> </u>		
English	<u>.</u>		<u> </u>		~,		
fathematics	· · · · · · · · · · · · · · · · · · ·		4				,
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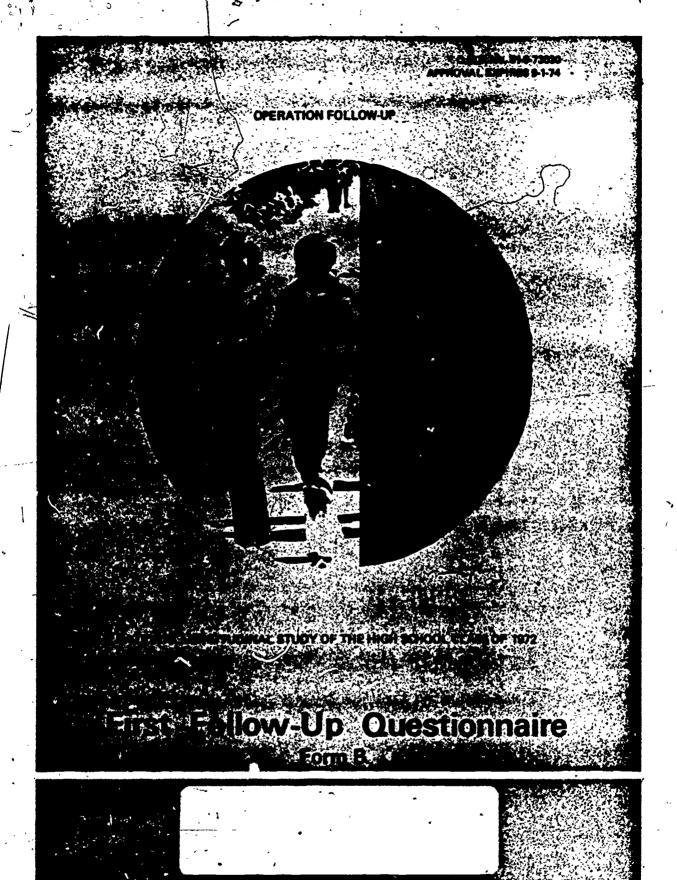
5. Please indicate the total number of semester courses this student will have taken in each of the following vocational-technical subjects by the time he or she graduates. For each subject in which the student has taken courses, please indicate in the appropriate class-periods-per-week columns the number of courses taken before July 1, 1969, and after July 1, 1969.

``		•	î, Bel	ore Ju	ly 1, 1	169	•		Af	ter Jul	y 2, 19	69	
	Total number		Number of class periods per week						Number of class periods per week				
echnical of seme		1	2	3	4	5	More than 5	-1	2	3	4	5	More than 5
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Susiness or commercial.								·	,	·			
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Icalth occupations		·			sy. fr								
Iome economics						<u>\</u> .		-,	_			1	
Frade or industrial occupations						*		-					• ,

	PART I	PART II	PART III						
1	Did the student take courses like this during	Were ability groups or tracks used in these	How many ability groups were used in		in wh	ich gr	RT IV	as this	a ·
•	the past year?	courses? (If "Yes", answer !!!	these courses?	- SW	dont p	IACOG :	n thes	ie ceui	1067
<b>5</b>	anewer II.)	and IV.)	(Enter		(Cir	cie on	e numi	ber on	
	No Yes	No Yes	numbers.)	ν.				line.)	
cience or math			•	, 4.4.	/ <b>a_</b> a	0-4	44h	EAL	6th or
COURSES	12	12		180	zna .	)ru	4W1	əui	lower
English or language	12	12		1st	2nd	3rd	4th	5th	6th or
locial studies	1							• • • • • • • • • • • • • • • • • • • •	lower
· COURSES	12	12		1st	2nd	3rd	4th	5th	6th or
Vocational-technical	*	, , , ,	•				,	•	lower
or job-training	, <u> </u>		<b>'</b>				441.	PAI.	C15. a.
courses A	12	12	· · · ·	1st	2nd	3rd	4th	otn.	6th or
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Thich of the following	g most closely d	lescribes this s	udent's course	of stud	iy?	.0		•	
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•	. 1							1	•
	tional-technical:	,			•			1	
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. jin	edie of margarith	coccupations						-	
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las this student reco	ived either of t	he following kin	ds.of-remediai i	nstruc	tion?				
If you circle 2 funder. H	 As received], ph	sase circle the nu	mber of semester	hours o	f rome	dial in	structi	on the	stude
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•	*	ři ři	ceived receiv	•d	Nun	nber e	f some	eter h	ours -
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Remedial instruction				1	2	3	4	, 5	6-
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s this student official classroom teacher?	my classmed a	> usuaicabbaa		71 U1 U1	-runai	hais			*******
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--- Prepared for the

UNITED STATES OFFICE OF EDUCATION

BY RESEARCH TRIANGLE INSTITUTE OF RESEARCH TRIANGLE PARK, NORTH CAROLINA

FALL 1973

#### U.S. Office of Education Department of Health, Education, & Welfare Washington, D.C. 20202

### Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you left high school, and the U.S. Office of Education is sponsoring the National Longitudinal Study of the High School Class of 1972. This study, being conducted by the U.S. Bureau of the Census and the Research Triangle Institute of North Carolina, is called OPERATION FOLLOW-UP. It is a nation-wide study which, we expect, will continue over a period of 6 to 8 years and produce valuable and interesting information.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this followup is to find out what has hanpened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population-young adults who are going through some of the most significant experiences of their lives.

Please take a little time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose-In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you results from OPERATION FOLLOW-UP in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely.

J. A. Davis

RTI Project Director

If Savis

Center for Educational Research and Evaluation National Genter for Educational Statistics

K. a. Tabler

K. A. Tabler

**USOE Project Director** 

P.S. May we have your permission to collect school record information (grades, admission test scores, and program) from your high school? This information, too, will be kept in absolute confidence. Please sign your name below if you give permission.

(signature)

### Section A — General Information

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not a subtrb of a larger place	not a subtrb of a larger place 2 In a medium-sized city (50,000-100,000 people) 3 In a subtrb of a medium-sized city 4 In a large city (100,000-500,000 people) 5 In a subtrb of a large city  6 In a very large city (over 500,000 people) 7 In a subtrb of a very large city 8  How far is this from the place where you lived as a senior in high school? (Circle one.)  Same place I lived in when I was a senior in high school 1 Less than 50 miles 2 50 to 99 miles 3 100 to 199 miles 4 200 to 499 miles 5 500 miles 5 500 miles or more 6  What was your marital status, as of the first week of October 1973? (Circle one.)  Never married, but plan to be married within the next 12 months 12 months 12 months 2 Married 3 Separated, divorced, or widowed 4  When were you first married? (menth) (year)  Did you have any children as of the first week of October 1973? No 1 Yes (How many? 1 Yes 1 No 2  As of the first week of October 1973, how many persons (not counting yourself) were dependent up YOU for more than one half of their financial support?  Yes 1 No 0 (Circle one.)  None 0 0 0 0 Circle one.)	,		In a rural or farming community1
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What was your marital status, as of the first week of October 1973?    Never married, but plan to be married within the next 12 months   1   1   1   1   1   1   1   1   1	What was your marital status, as of the first week of October 1973?    Never married, but plan to be married within the next 12 months   1   1   1   1   1   1   1   1   1			
Never married, but plan to be married within the next 12 months	Never married, but plan to be married within the next 12 months			500 miles or more
Never married, and don't plan to be married within the next 12 months	Never married, and don't plan to be married within the next 12 months		That was ye	(Circle one.)  Never married, but plan to be married within the next 12
Married	Married			Never married, and don't plan to be married within the \( \) (SKIP to q. 9)-
Separated, divorced, or widowed	Separated, divorced, or widowed			- · · · · · · · · · · · · · · · · · · ·
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No	No	٧	Vhen were y	reu first married? (menth) (year)
No	No	C	Did you have	e any children as of the first week of October 1973?
As of the first week of October 1973, were you dependent upon your parents or any other friends relatives for more than one half of your financial support?  Yes	As of the first week of October 1973, were you dependent upon your perents or any other friends relatives for more than one half of your financial support?  Yes		•	No1
relatives for more than one half of your financial support?  Yes	relatives for more than one half of your financial support?  Yes			Yes (How many?
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YOU for more than one half of their financial support?         (Circle one.)           None            One            Two	YOU for more than one half of their financial support?         (Circle one.)           None         0           One         1           Two         2			No2
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TOTAL INCOME  From wages, salaries, commissions, and net income from business or farm  Scholarships, fellowships  Other (for example, interest, rental property income, public assistance, and unemployment compensation)  OPINIONS ABOUT YOURSELF AND THE FUTUR  Description of the following services of the following services or farm to services or f	(Circle one.)123
From wages, salaries, commissions, and net income from business or farm  Scholarships, fellowships  Other (for example, interest, rental property income, public assistance, and unemployment compensation)  OPINIONS ABOUT YOURSELF AND THE FUTUR  Description of the following service of the following service of the far in school only  Vocational, trade, or business school  College program  Sume college (including two-year degrams)  Master's degree or equivalent	(Circle one.)
From wages, salaries, commissions, and net income from business or farm  Scholarships, fellowships  Other (for example, interest, rental property income, public assistance, and unemployment compensation)  OPINIONS ABOUT YOURSELF AND THE FUTUR  Description of the following services of the following services or more.  Less than two years two years or more.  Some college (including two-year degree)  College program  Master's degree or equivalent	(Circle one.)123
Scholarships, fellowships  Other (for example, interest, rental property income, public assistance, and unemployment compensation)  OPINIONS ABOUT YOURSELF AND THE FUTUR  Less than two years  Two years or more  Some college (including two-year degree)  Master's degree or equivalent	(Circle one.)123
OPINIONS ABOUT YOURSELF AND THE FUTUR  OPINIONS ABOUT YOURSELF AND THE FUTUR  Hew far in school would you like to get?  High school only  Vocational, trade, or business school  College program  College program  OPINIONS ABOUT YOURSELF AND THE FUTUR  Less than two years  Two years or more  Some college (including two-year degrees)  Finish college (four- or five-year degrees)  Master's degree or equivalent	(Circle one.)123
And unemployment compensation)  OPINIONS ABOUT YOURSELF AND THE FUTUR  How far in school would you like to get?  High school only  Vocational, trade, or business school  College program  College program  Some college (including two-year degraph of the college)  Master's degree or equivalent	(Circle one.)123
College program  OPINIONS ABOUT YOURSELF AND THE FUTUR  Less than two years  Two years or more  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent	(Circle one.)123
College program  OPINIONS ABOUT YOURSELF AND THE FUTUR  Less than two years  Two years or more  Some college (including two-year degree)  Master's degree or equivalent	(Circle one.)123
High school only  Vocational, trade, or business school  College program  High school only  Less than two years  Two years or more  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent	(Circle one.)123
High school only  Vocational, trade, or business school  College program  High school only  Less than two years  Two years or more  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent	(Circle one.)123
High school only  Vocational, trade, or business school  College program  Less than two years  Two years or more  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent	123
High school only  Vocational, trade, or	1 2 3
Vocational, trade, or business school  Two years or more.  College program  College program  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent.	1 2 3
Vocational, trade, or business school  Two years or more  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent	2 3
College program  Two years or more  Some college (including two-year degree)  Finish college (four- or five-year degree)  Master's degree or equivalent	<b>3</b>
College program  Some college (including two-year degree Finish college (four- or five-year degree or equivalent	*, ·
College program	·, ·
Master's degree or equivalent	ree)4
Master's degree or equivalent	ee)5
	6
Ph.D., M.D., or equivalent	
None	e ane.) .0 ~ ~
Less than \$500	.1
\$500 to \$999	.2
\$1,000 to .\$1,999	.3
\$2,000 to \$3,999	.4
\$4,000 to \$4,999	.5
\$5,000 to \$6,000	.6
More than \$6,000 (please specify amount)	.7
b. Has anyone discussed with you the terms and conditions necessary to borrow	
No	• •
Yes	
ia,	.4
c. As a result, was there any change in your borrowing plans?	
· Circl	
No, I had no borrowing plans	.1
No, there was no change in my borrowing plans	.2 ·
Yes, I decided to borrow more than I planned	.3
Yes, I decided to borrow less than I planned	.4
Yes, I decided not to borrow for this purpose	.5
` **	
73-	Λ

,		•				(Circle óne.)	•
	High school only		• • • • • • • • • • • • • • • • • • • •			1	
	Vocational, trade, or	∫Less th	an two year	s `	• • • • • • • • • • • • • • • • • • • •	2	•
	business school	Two ye	ars or more			3	
				ding two-year			,
	College and many	Finish o	college (four	r- or five-year	degree)	5	1.
	College program	Master'	's degree or	equivalent .		6	
	•	Ph.D.,	M.D., or equ	uivalent	• • • • • • • • • • • • • • • • • • • •	7	
	•			•			
•	How do you feel about each of the fel	lowing sta	rtements? -		•		•
				(Circle on	number on (	each line.)	•
	,	.• ,	Agree Strangly	Agree	Disagree	Disagree Strengly	Ne Opinid
	I take a positive attitude toward mys	elf .:	1	<b>2 .</b>	3	4	5
	Good luck is more important than he for success	ard work	:.1	2	3	4	5
	I feel I am a person of worth, on plane with others	an equal	1		3	4	5
	I am able to do things as well as me people	ani athan					
	Every time I try to get ahead, some somebody stops me	ething or	1	· 2		4	5
	Planning only makes a person unhar plans hardly ever work out anywa						
<i>(</i> )	People who accept their condition in happier than those who try to things	life are		`	•		
	On the whole, I'm satisfied with mys	elf	1	.,2	3	4	5
				,			
ı.	What de you expect to be doing in Oc	richer 1974	17 '	. \			
~	(2)		<u>.</u>	\{Cir	cle one numb	er on each li	ně.)
		_		; \		De net	
	·	•		: • //	Expect to be deing	expect to be deing	
	Working for pay-at a full-time or par	t-time jub		••••••		2	
	Taking vocational or technical cours (for example, vocational, trade,	hinaaa		waam teaining			
	school)				17	2	
	Taking academic courses at a two- o						
	On active duty in the Armed Forces						•
	Homemaker						
	Other (please describe:	<u>.</u>			) 1	<b>2</b>	
					•		
<b>7</b> .	De you plan to have your first child	(or anothe	r child) befo	ore October 1	74?		
7.	De you plan to have your first child		•			)	
l. :			•		<u>174</u> ? (Circle one. 1	)	
r.	Do you plan to have your first child Yes		·····		(Circle one.	)	



	•	Circle one.)	•	
	None	0		
	One			
/	Two	2 ~		
	Three	3		
_	Four or more	4		•
•	;			
19.	What kind of work will you be doing when you are 30 years old? (Circle (expect to se doing.)	the <u>ene</u> that	comes cleses	t to what y
	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrie	er, ticket age	ent	91
	CRAFTSMAN such as baker, automobile mechanic, machinist, pain installer, carpenter			
*	FARMER, FARM MANAGER			
٧ ,	HOMEMAKER OR HOUSEWIFE ONLY	<i></i>		04
	LABORER such as constiction worker, car washer, sanitary worker, far	m laborer		05
	MANAGER, ADMINISTRATOR such as sales manager, office manage buyer, restaurant manager, government official	er, school a	dministrator,	06
	MILITARY such as career officer, enlisted man or woman in the Armed			
	OPERATIVE such as meat cutter, assembler, machine operator, welded river, gas station attendant	er, taxicab.	bus, or truck	•
*	PROFESSIONAL such as accountant, artist, registered nurse, engineer worker, actor, actress, athlete, politician, but not including public scho			
	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist	, college tea	cher	10
	SECOND OF AUGUST AND			
	PROPRIETOR OR OWNER such as owner of a small business, contractor	r, restauran	towner	.,11
	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff,			•
		fireman	••••••	12
	PROTECTIVE SERVICE such as detective, policeman on guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, rea	fireman al estate bro	ker	12
	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff,	fireman al estate brol	ker	121314
	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary	fireman  il estate brol  worker, jani	kertor, waiter .	12131415
	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING	fireman al estate brol worker, jani programme	kertor. waiter .	12 13 14 15 16
20.	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer	fireman al estate brol worker, jani programme	kertor, waiter	12 13 14 15 16 17
20.	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING	fireman al estate brol worker, jani programme	kertor. waiter .	12 13 14 15 16
<b>20.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING	fireman al estate brol worker, jani programmer  (Circle one Not	tor, waiter  number en Semewhat	121314151617 each line.) Very Important
<b>20</b> .	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, research of the School Teacher such as elementary or secondary.  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING.  How important is each of the following to you in your life?  Being successful in my line of work	fireman al estate brol worker, jani programme  (Circle one Not Important	tor, waiter on somewhat Important	121314151617 each line.) Very Important3
29.	PROTECTIVE SERVICE such as detective, policeman on guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING  How important is each of the following to you in your life?	fireman al estate brol worker, jani programme  (Circle one Not Important	tor, waiter  number on Somewhat Important 2	121314151617  each line.) Very Impertant33
<b>20.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, res SCHOOL TEACHER such as elementary or secondary.  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING.  How important is each of the fellowing to you in your life?  Being successful in my line of work.  Finding the right person to marry and having a happy family life	fireman al estate brol worker, jani programme  (Circle one Not Important	tor, waiter  number on Semewhat Important	121314151617  each line.) Very Impertant33
<b>20.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, respectively. SCHOOL TEACHER such as elementary or secondary.  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING.  How important is each of the following to you in your life?  Being successful in my line of work.  Finding the right person to marry and having a happy family life	fireman al estate brol worker, jani programmel  (Circle one Not Important 1	tor, waiter  number on Somewhat Important	121314151617  each line.) Very Important333
<b>20.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, respectively. SCHOOL TEACHER such as elementary or secondary.  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING.  How important is each of the following to you in your life?  Being successful in my line of work.  Finding the right person to marry and having a happy family life	(Circle one Net Important	tor, waiter on somewhat important	121314151617  each line.) Very Important3333
<b>29.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, respectively. SCHOOL TEACHER such as elementary or secondary.  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING.  How important is each of the following to you in your life?  Being successful in my line of work.  Finding the right person to marry and having a happy family life	(Circle one Net Important	tor, waiter on somewhat important	121314151617  each line.) Very Important3333
<b>20.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, respectively. SCHOOL TEACHER such as elementary or secondary.  SERVICE such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING.  How important is each of the following to you in your life?  Being successful in my line of work.  Finding the right person to marry and having a happy family life	fireman al estate brol worker, jani programmel  (Circle ene Net Important 1 1 1 1	number on Semewhat Impertant	121314151617  each line.) Very Impertant33333
29.	PROTECTIVE SERVICE such as detective, policeman on guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, respectively such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING  How important is each of the following to you in your life?  Being successful in my line of work Finding the right person to marry and having a happy family life having lots of money Having strong friendships' Being able to find steady work Being a leader in my community Being able to give my children better opportunities than I've had	(Circle one Net Important	ker tor. waiter number on Somewhat Important 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	121314151617  each line.) Very important333333
<b>20.</b>	PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, SALES such as salesman, sales clerk, advertising or insurance agent, respectively such as barber, beautician, practical nurse, private household TECHNICAL such as draftsman, medical or dental technician, computer NOT WORKING  How important is each of the following to you in your life?  Being successful in my line of work Finding the right person to marry and having a happy family life having lots of money Having strong friendships' Being able to find steady work Being a leader in my community Being able to give my children better opportunities than I've had Living close to parents and relatives	(Circle one Net Important	ker	121314151617  each line.) Very Impertant33333333

### Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

COTTOCAL	ob training, registered apprenticeships, menpower training, person lence courses? Do not include Armod Forces training programs, or	regular schoo
cellege pre	refrance.	,
	No	-(SKIP to q
	Yes	
What tens	of training program(s) have you participated in?	*
	(Circle one m	umber en each
	Yes	No.
On_the_ich	training (a program of instruction during normal working	
hours)		2
Formal Re	egistered Apprenticeship (your State or Labor Union)	2
Manpower	Development and Training (MDTA)	2
Work Ince	ntive (WIN)1	2
	ood Youth Corps (NYC)1	
	power program (please specify:)1	
	dence course(s)	
	courses for personal enrichment	
What type than one	ef work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Ex	2 articipated in
What type than one	of work were you being trained for or learning about? If you have p program, answer for the one in which you spont the most time. (Extermechanic work, photography, sales, etc.)	2 articipated in
What type than one	ef work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Ex	2 articipated in
What type than one typing, au	of work were you being trained for or learning about? If you have p program, answer for the one in which you spont the most time. (Extermedian):  (Write in):  does (or did) this program last?	2 articipated in camples: plun
What type than one typing, au	of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extermediate to mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?	2 articipated in camples: plun
What type than one typing, au	of work were you being trained for or learning about? If you have p program, answer for the one in which you spont the most time. (Extermedian):  (Write in):  does (or did) this program last?	2 articipated in camples: plun
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extermechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	2 articipated in camples: plun
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended to mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	2 articipated in camples: plun
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extermechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	2 articipated in camples: plun
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended to mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	2 articipated in camples: plun
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended the mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	erticipated in camples: plum
What type than ene typing, au	ase specify:  of work were you being trained for or learning about? If you have puregram, answer for the one in which you spent the most time. (Extended to mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month  One to five months  Six to eleven months  One year or more  (Circle or did)  (Circle or did)  (Circle or did)	erticipated in camples: plum
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended to mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month  One to five months  Six to eleven months  One year or more  4  completed this program?	erticipated in camples: plum
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended the mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	erticipated in camples: plum
What type than one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended to mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month  One to five months  Six to eleven months  One year or more  4  completed this program?	erticipated in camples: plum
What type then one typing, au	ase specify:  of work were you being trained for or learning about? If you have p program, answer for the one in which you spent the most time. (Extended the mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	erticipated in camples: plum
What type then one typing, au	ase specify:  of work were you being trained for or learning about? If you have puregram, answer for the one in which you spent the most time. (Extended the mechanic work, photography, sales, etc.)  (Write in):  does (or did) this program last?  (Circle or Less than one month	erticipated in camples: plum



	school, trade	•				/ 1 <b>01</b> (1) (	
	•	Yes	••••••	• • • • • • • • • • • • • • • • • • • •	1——	(SKIP to q. 25)-	
		No	•	• • • • • • • • • • • • • • • • • • • •	<b>. 2</b>	•	
24.	Here are sen Which of the	ne reasons ethers ha se reasons, if any, a	tve given for <u>NOT</u> pply to you?	continuing their form	tal education	ı after leaving higi	h school.
•			•	(Cin	cle ene numi	ber en each line.)	-
		• • •	ğ	•	Applies	Does not	
	Needed to se	T Money to evenous	mas famile.	-	to me	apply to me	
•		•		r education			•
		•	-	lucation	I''	2	1
•				quirements, cost of	1	. 9	ż
				mission tests			•
		· · ·		ance			•
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	Wested to se	m meneu for morel	<i>II.</i>		1	2	
				ol			
	Wallied pract	ncar experience beto	are going on to scir.	01	1	2	
	,	•		/S	KIP to Sec	tion C. page 15)	
•		Sc	HOOL ATTENDAN	ICE IN OCTOBER 19	_		
				_	<u> </u>		,
¥	Ween you tak	imu alassa an asum		when the first week a	. O - A - B 200	•	
<b>ž</b> .			-	ring the first week of		_	
<b>ž</b> .		ing classes or course	-			2 <b>3?</b> SKIP to q. 29a, p	rage 9)
<b>*</b> .			-			_	xag <b>e</b> 9)
ž. 24a.	What is the	NoYes	cation of the scho		2	SKIP to q. 29a, p	•
25. 26a.	What is the (Please print	Yes	cation of the scho	235	2	SKIP to q. 29a, p	•
ž. 26e.	What is 'the (Please print	Yes	cation of the scho	ol you were attendin	2	SKIP to q. 29a, p	•
25. 26a.	What is 'the (Please print	No Yes	cation of the scho	235	2	SKIP to q. 29a, p	•
25.	What is the (Please print	Yes	cation of the scho	ol you were attendin	2  If in the fir	SKIP to q. 29a, p	•
25. 26a. 26b.	What is 'the (Please print	No	cation of the scho	of you were attendin State:	2  In the fire fire cone.)	SKIP to q. 29a, p	•
25. 24e.	What is 'the (Please print	Yes	cation of the schools.)	State:	2  Ing in the fire cone.)	SKIP to q. 29a, p	•
26a. 26b.	What is the (Please print)	Yes	usiness or other ca	State:	Circle one.)	SKIP to q. 29a, p	•
25a. 26a.	What is 'the (Please print) What kind of	Yes	usiness or other car y college (two-year	State:	Circle one.)	SKIP to q. 29a, p	•
25a. 26a.	What is 'the (Please print) What kind of	Yes	usiness or other car y college (two-year	State:	Circle one.)	SKIP to q. 29a, p	•
26b.	What is the (Please print)	Yes  exact name and legand do not abbrevia School Name: City: school is this? Vocational, trade, by Junior or community Four-year college or Other (please descri	usiness or other car y college (two-year	State:	Circle one.)	SKIP to q. 29a, p	•
26b.	What is 'the (Please print  What kind of	No	usiness or other car y college (two-year r university	State:	Circle one.)	SKIP to q. 29a, p	•
26b.	What is the (Please print) What kind of	No	usiness or other cay college (two-year university	State:	Circle one.)2	SKIP to q. 29a, p	•

	778.	When did you first attend this school?	(year)
	27b.	During the first week of October 1973, were you class	ified by this school as a full-time student?
		Yes	
		No	<b>2</b>
-	27c.	About how many hours a week did your classes med enrolled at that time? Include time in lectures, shep,	of in the subjects or courses in which you were laboratories, etc.
-		Hours per week	,
			•
	77d.	At that time were you classified by your school as a	freshmun er sephemere? (Circle one.)
		My school doesn't classify students this	way1
	•	· Freshman (first-year student)	•
		Sophomore (second-year student)	•
		Other classification (specify:	
		Other chassification (specify.	
		•	
lo.	exa	of the <u>first week of October 1973</u> , what who your acmple, practical nurse, machinist, beautician, civil en .) Please name the specific field or area:	tual or intended field of study or training area (for intended field of study or intended field or intended field of study or intended field or inten
		(Write in):	
			•
Db.		his in an academic field or vecational area? Please ch comes closest to this field or area.  (Circle only one academic field	
		,	VOCATIONAL AREAS (typically not
		ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)	leading to a Bachelor's degree)
		Biological Sciences (zoology, physiology, anatomy, etc.)	Office and Clerical (bookkeeping, stenography, commercial art, general
		Business (accounting, marketing, personnel management, etc.)	Office, etc.)
		Education (elementary, special, physical, etc.)03	Mechanical and Engineering Technology
	•	Engineering (civil, electrical, mechanical, etc.)04  Humanities and Fine Arts (music, religion,	(automotive mechanic, machinist, construction, drafting, electronics, etc.)12
	•	English, etc.)	Health Services (lab technician, occupational therapy, practical nursing, etc.)
		geology, chemistry, etc.)06	Public Services (police science, food service, recreation, beautician, etc.)
	*	Social Sciences (psychology, history, economics, sociology, etc.)	Other vecutional areas (agriculture, home
		Other academic fields (agriculture, home economics, nursing, etc.)08	economics, etc.)15
		An academic field, but undecided (circle here and SKIP to q. 29)	A vocational area, but undecided (circle here and SKIP to q. 29)
	28c.	How long does it normally take to complete this prog	gram? - (Circle one.)
		Less than three months	•
		Three to five months	
		Six to eleven months	
		One to two years	
	-	More than two years	
		More than two years	

ERIC

#### SCHOOL ATTENDANCE IN OCTOBER 1972

Yes		KKIPIAA AII—	
***************************************		3KIF 10 4. 307 —	,
Here are seme reasons others have given for <u>NOT</u> continuing t		-41	
leaving high school. Which of these reasons apply to you?	meir fermal sauc	enon ngar amer	
	(Circle ene num	ber en each line.)	
1	Applies	Does not	• •
	to me	apply to me	
Needed to earn money to support my family			
Needed to earn money before I could pay for further education			
Could not afford a four-year college or university education		2	
Failed to find out in time about admission requirements, co	est of		1
attending, availability of a school in the area, etc.			
Poor high school grades or poor scores on college admission tests			.`
Lack of high school credits required for college entrance			
Applied to one or more schools, but was not accepted	•		•
Lack of a school within commuting distance of my home			
Discouraged from continuing by teachers or counselor			
Discouraged from continuing by parents			
Wanted to enter Armed Forces	,		
My plans did not require more education	1	2	
Wanted to take a break		_	
Planned to be married	1	2	
School is not for me; I don't like it	1	2	
Offered a job I wanted	1:	2	
Wanted to earn money for myself			
Wanted practical experience before going on to school	<u>J</u> .	<u>2</u>	
	SKIP to a	q. 39. page 12——	<del></del>
		<u> </u>	
Was the school you attended in October 1972 the same school			٤ .
October 1973?	(Circle ene.)		
Yes			Next pa
No. not enrolled in October 1973		SKIP to $q. 32a)$	
	3		
No, enrolled in different school			
	~		
No, enrolled in different school		ber on each line.)	
No, enrolled in different school	Applies	Does not	
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the cour	Applies to me	Dees not apply to me	
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the courstudy I wanted	Applies to me rse of 1	Does not apply to me	
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the courstudy I wanted  Wanted to attend a less expensive school	Applies to me rse of	Does not apply to me2	
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the counstudy I wanted  Wanted to attend a less expensive school  My grades were too low to continue at the former school	Applies to me rse of	Does not apply to me22	•
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the counstudy I wanted  Wanted to attend a less expensive school  My grades were too low to continue at the former school  Wanted to be at a smaller school	Applies to me rse of	Does not apply to me222	• .
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the courstudy I wanted  Wanted to attend a less expensive school  My grades were too low to continue at the former school  Wanted to be at a smaller school  Wanted to be at a larger school	Applies to me rse of	Does not apply to me 2222	
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the courstudy I wanted  Wanted to attend a less expensive school  My grades were too low to continue at the former school  Wanted to be at a smaller school  Wanted to be at a larger school  Wanted to attend school closer to home	Applies to me rse of	Does not apply to me22222	
What were your reasons for changing schools?  My interest changed, and my former school did not offer the counstudy I wanted  Wanted to attend a less expensive school  My grades were too low to continue at the former school  Wanted to be at a smaller school  Wanted to be at a larger school  Wanted to attend school closer to home  Wanted to attend a school farther away from home  Wanted to attend a school that would give me better c	Applies to me rse of	Does not apply to me222222	
No, enrolled in different school  What were your reasons for changing schools?  My interest changed, and my former school did not offer the cour	Applies to me rse of	Does not apply to me2222222	



- 9 -

32b. \		and do not abbre School Name: City: school is this?		·	_State:	<u> </u>	- -`	•		
32 <b>5.</b> \	What kind of	City:school is this?			_State:		` `	•	•	
32 <b>b. \</b>	What kind of	school is this?				,,	_	•		
326. \	What kind of	,		,						
32 <b>5.</b> \	What kind of	,	•				1			
					سر	, en		•	•	
			_		. <i>. i</i>	, , , , , ,	e ene.)			
,		Vocational, trad							•	
		Junior or comm						_		
		Four-year college	e or university	• • • • • • • • • •		• • • • • • • • • • • • •	.3			
	•	Other (please de	escribe:			)	.4	•		
			₹	. •		,				,
33c.	la thia achan	 I public or privat	-?						•	
9661		Public					.1	•		•
	•	Private			_		2			** •
		FITTANE	• • • • • • • • • • • • • • • •		•••••	• • • • • • • • • • • • • • • • • • • •				•
		,				•	•			
33a. \	When did ye	u <u>first</u> attend this	s school?	(n	nonth)		(year)	-		
	•	•		^						
33h.	Durine Octo	bor 1972, were ye	u classified by	this school a	s a full-tim	e student?	•		. ^	
		Ves	<b> </b>			•			•	^
		No			\	, , , , , , , , , , , , , , , , , , , ,	.2		*	
		110				*	-			Ĭ
			Hours per weel	<b>k</b> .	. , .		•	•		•1
		old of study or tr	eining area in 🤇	October 1972	the same a	ns you indic	cated fo	or the first w	reek	4
1	of October 1	7/31	/	, 1		. (Circl	۱ محم ما	, ,	3	' \
		Yes				, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	1/	SKIP to m	70 nac	an 1215
·	· -	Yes		. 1079	, <b></b>		.1 — I.	02122 10 q.	o, pue	;• 12/
		No, wasn't enro No, none indica	ned in October	17/3	, <b></b>	•••••	·2}-/	SKIP to q	36a, N	iext pag
	•	No, none indica	ted for Outober	19/3		•••••	. 3 }		•	
		No, different th	an in October 1	9/3			.4			
	•	•	•	•	-			•	,	
	Listed below	r zire seme rease	ns why student	s change fie	lds or train	ing areas.	What v	vere the rea	sens	
	in your sirve	astron s			•	(Circle er	e numi	per en each i	ine.)	
						Ap	plies	Dees net		
					<b>\$</b> *		me	apply to me		
		re difficult than I								
		with new ideas								
	Poor advice	on original choice	e				1	2		. ,
	Lack of info	rmation on jobs	related to origin	nal choice	• • • • • • • • • • • •		1	2		
	Content of c	ourses different i	rom what I exp	pected			1	2		•
		ation about other								\$
		used by courses								
	interest aro									
		vailable for grad	uates in the fiel	id I changed	to					

the specific field or area:	
(Write in):	
ls this in an academic field or vecational area? Pleas which comes closest to this field or area.	e select below the academic field <u>OR</u> vecational area
(Circle only one academic	
ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)	VOCATIONAL AREAS (typically not leading to a Bachelor's degree)
Biological Sciences (zoology, physiology, anatomy, etc.)	Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.)
Bysiness (accounting, marketing, personnel management, etc	Computer Technology (keypunch operator, 'programming, computer operations, etc.)1
Education (elementary, special, physical, etc.)03	Mechanical and Engineering Technology
Engineering (civil, elèctrical, mechanical, etc.)04 Humanities and Fine Arts (music, religion,	(automotive mechanic, machinist, drafting, construction, electronics, etc.)1
English, etc.)	Health Services (lab technician, occupational therapy, practical nursing, etc.)
geology, chemistry, etc.)	Public Services (police science, food service, recreation, beautician, etc.)
economics, sociology, etc.)	Other vecational areas (agriculture, home economics, etc.)
economics, nursing, etc.)	A vocational area, but undecided (circle here and SKIP to q. 37)
and Sale to q. 3/)	
low long does it normally take to complete this program	n7
Less than three months  Three to five months  Six to eleven months  One to two years	(Circle ene.)
Less than three months	/
Three to five months	2
Six to eleven months	
One to two years	\ <b>.</b>
More than two years	5 ·
Did you withdraw sivegether from this school prior to co	muleting your training or program of studies?
	1 — (SKIP to q. 39) Next pa
Yes	2.
1 CO	••••••
What were your reasons for withdrawing altogether?	(Circle one number on each line.)
, \	Applies Does not
, \	to me apply to me
Became ill	2
	2
	<b>12</b> ″
Was offered a good job	2
Got married or planned to get married	2
School work was not relevant to the real world	2
Wanted to get practical experience	
	2
Courses were too hard	
Courses were too hard	2

74¹

#### ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

		land in this section of the secretary aims. Love you attends
Booid	les any school(s) you may already have repe	ties in just section at the describinistic, usia has suppose
any g	other schools since leaving high school? Inclu	do achools like colleges and universities, service academies
bvein		vocational schools, community colleges, and so forth.
	No.**	1— (SKIP to q. 41a) ——
	Yes :	2
	$H_{r}$	
What	is the exact name and location of this schiol one other school, then give the one that you a	? Please print and do not abbreviate. (If you attended mon
THE O		1
	School Name:	•
	City:	State:
	`	
	S	
What	kind of school is this?	(Circle one.)
	Vocational, trade, business or other c	1
	Junior or community college (two-yes	ir)2
	Four-year college or university	3
	Other (please describe:	
/	·	
When	n did you <u>first</u> attend this school?	(menth)(year)
<b></b>	annualis attaches the artists	
Are y	you currently attending this school?	
	Yes	
	No (Date left: month	year)2
`		
	•	
		•
	TOUCATION AND TRAINING	PROCEETS ASTED HIGH SCHOOL
	. EDUCATION AND TRAINING	PROGRESS AFTER HIGH SCHOOL
	EDUCATION AND TRAINING	PROGRESS AFTER HIGH SCHOOL
	leaving high school which of the following	g best describes how well you have done in all of you
COUT	leaving high school which of the following	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleas
COURT	leaving high school which of the following	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleas
COULL	leaving high school which of the following	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleas
COULL	leaving high school which of the following	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibling your progress.  (Circle one.)
COURT	leaving high school which of the following the work or training through October 1973? If you the letter grade that comes closest to concr.  Mostly A	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibling your progress.  (Circle ene.)
COURT	leaving high school which of the following through October 1973? If you the letter grade that cames closest to describe the letter grade that cames closest to describe the letter grade that About half A and half B	g best describes hew well you have done in all of you eur school(s) er program(s) de net use letter grades, pleas ibing your progress.  (Circle ene.)
COURT	leaving high school which of the following the work or training through October 1973? If you the letter grade that comes closest to describe the letter grade that the letter grade the letter grade that the letter grade the letter grade that the letter grade the letter grade the letter grade that grade the letter grade that the letter	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
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COURT	Mostly B  About half B and half C  Mostly C	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
COURT	Mostly B  About half B and half C	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
COULL	Mostly B  About half B and half C  Mostly C  About half C and half D	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
COULL	Mostly B About half B and half C Mostly C About half C and half D Mostly D Mostly D	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
COURT	Mostly B  About half B and half C  Mostly C  About half C and half D	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
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COURT	Mostly B About half B and half C Mostly C About half C and half D Mostly B Mostly B Mostly C About half C and half D Mostly D Mos	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
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COULL	Mostly A About half A and half B About half B and half C Mostly C About half C and half D Mostly D Mostly D Mostly below D  Mostly below D  Mostly below D  Mostly below D  Mostly below D  Mostly B Mostly B Mostly C About half C and half D Mostly	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, pleasibing your progress.  (Circle ene.)
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chose chose	Mostly A About half A and half B About half B and half C Mostly C About half C and half D Mostly D Mostly D Mostly below D  Mostly below D  Yes	g best describes how well you have done in all of you our school(s) or program(s) do not use letter grades, please ibing your progress.  (Circle ene.)  1 2 3 4 (Circle one.)  (Circle one.)  7
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chose chose	Mostly A About half A and half B About half B and half C Mostly C About half C and half D Mostly D Mostly D Mostly D Mostly below D  Mostly below D  About half S are pregrams give credits?  I don't know No Yes	g best describes how well you have done in all of you eur school(s) or program(s) do not use letter grades, please ibing your progress.  (Circle ene.)  1 2 3 (Circle one.)  6 7 8 (Circle one.)  -(SKIP to q. 42) Next pages and you carned by October 1973? (Write in.)

	*	*	• *	•		(Circle ene.	)	
	1	No	••••	••••••	•••••	1		
	3	Yes, a certificate	e (specify in wi	hat:		.) 2		
•	37	Yes, a license (s	pecify in what:			.) 3		
	3	Yes, a two-year	or three-year v	ocational degi	ree or diploma	4		_
	3	Yes, a two-year	academic degre	ee	• • • • • • • • • • • • • • • • • • • •	5	. 1	
		Yes, a four-year	-		•		·	
		res, other (pleas	<u> </u>	_	•			
_	Since leaving October 1973?	high school, ha	d you <u>serned</u>	any certificat	e, license, dip	olema, er d	ogree of any	kind <u>pr</u>
		٧٥		•••••		1	,	
	3	Yes (please spec	ify			) <b>2</b>	•	
					-		•	
	er career cour	ime you left high realing, tutoring, o, school or train	, er remedial c					
•	,	_				(Circk one.)		
	1	Never heard of s	ruch a program	l	• • • • • • • • • • • • • • • • • • • •	1]	ISVID to m	45:
	1	Have heard of su	ich a program	but have not	participated	2	-13K1F 10 q	. 43) —
,	•3	Yes		· · · · · · · · · · · · · · · · · · ·	' , <del>-</del>	3		
ĺ,		rogram	,	<u> </u>				
	Nature of your	participation:	-1	•	•	cie one num	ber en each li	ine.)
	Nature of your	participation:	, 1		•	cie one num	ber en each li Des net	ine.)
		( <del>}</del> ;	4		Cin	Applies to me	Does not apply to me	ine.)
		Counseling		ه ,	lCin	Applies to me	Does not apply to me	ine.)
		Counseling		<i>à</i>	(Cin	Applies to me	Doce not apply to me2	ne.)
•	( 1	Counseling  Putoring  Remedial course		<i>à</i>	(Cin	Applies to me	Doce not apply to me2	ine.)
•		Counseling  Putoring  Remedial course		<i>à</i>	(Cin	Applies to me	Doce not apply to me2	ne.)

#### SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973.

s this mency  S  S  S  S  S  S  S  S  S  S  S  S  S	Tuition and Room and Books and Transport Other rela	nd fees i board i supplies ation ated school	l expenses	clothing,	laundry,	etc.)		circle	all thu
s s s s s s s s s s s s s s s s s s s	Tuition and Room and Books and Transport Other rela	i board i supplies ation ated school					(Please	circle	all the
te in the ame is OR EARN vings or summ work-study p	Room and Books and Transport Other rela costs, how monts.) INGS	i board i supplies ation ated school					(Please	i .	all the
te in the ame is OR EARN vings or summ work-study p	Books and Transport Other rela costs, how munts.) INGS	i supplies ation ated school					(Please	circle	
te in the ame is OR EARN vings or summ work-study p	Transport Other rela costs, how m unts.) INGS	ation ated school					(Please	circle	all the
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te in the ame is OR EARN vings or summ work-study p	unts.) INGS	uch came	from eag	h of the fi	ellewing	sources?	(Please	circle	all the
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cholarship or Scholarship	stipend	•••••	•••••	10	(\$	<del></del> }			
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s Administra	tion direct be	nefits (GI	Bill			1			
rensauon or p nai Rehabilita	ation Program	n benefits	********	24	(\$	<del></del> ; ·	~		-
	d or wife elatives or fri ARSHIPS OR. Educational Or nentary Educational Or Professions So the Student Loan Inforcement Educational Defense (Di Professions Si not Student Loan Inforcement Educational Control Inforcement Educational Control Inforcement Educational Republication or propal Republication or propal Republications In Inforcement Education or propal Republication or propagation or p	d or wife elatives or friends  ARSHIPS OR GRANTS  Clucational Opportunity Grantary Educational Opportunity Grant from the cholarship or grant from the cholarship or stipend grantship or stipend grantships  Professions Scholarship Problarships  cholarships  I Guaranteed Student Loan oan Program r bank loan all Defense (Direct) Student Professions Student Loan I grantships  I Guaranteed Student Loan oan Program r bank loan grantships  I Guaranteed Student Loan oan Professions Student Loan I grantships  I Student Loan Program r bank loan i grantships  Administration War Orpgrams  I Administration direct be pensation or pension)  I Administration Program resultships  I Santalitation Program resultships  I San	d or wife elatives or friends ARSHIPS OR GRANTS Educational Opportunity Grant Programentary Educational Opportunity Gras scholarship or grant from college furtholarship or stipend grand grossens Scholarship Program cholarships cholarships d Guaranteed Student Loan Programs on Program r bank loan his Defense (Direct) Student Loan Program grands Student Loan Program grands and Program grands and program to an Administration War Orphans or Sugrams and Administration direct benefits (GI pensation or pension) and Rehabilitation Program benefits	d or wife elatives or friends ARSHIPS OR GRANTS Educational Opportunity Grant Program nentary Educational Opportunity Grant Progra scholarship or grant from college funds scholarship Program Professions Scholarship Program cholarships cholarships d Guaranteed Student Loan Programs cholarships d Guaranteed Student Loan Program r bank loan Professions Scholarship Program g Student Loan Program g Student Loan Program g Student Loan Program g Student Loan Program s Administration War Orphans or Survivors B grams s Administration direct benefits (GI Bill pensation or pension) shal Rehabilitation Program benefits	d or wife	d or wife	d or wife	d or wife	d or wife

## Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and Catober 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

JOB HELD IN OCTOBER 1973

	(Circle ene num	ber on each line.)
	Applies fo me	Does not apply to me
Did not want to work	1	2.
On temporary layoff from work or waiting to report to work .	1	:ż
Was full-time homemaker	1	2
Going to school,		
Not enough job openings available	1	<b>2</b> Ť
Union restrictions		
Would have required moving		
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development		
Health problems or physical handicap		
Could not arrange child care		2
Other family responsibilities (including pregnancy)	1	<u>2</u>
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available		2

	one jeb at that time, describe the one at which you werked the most hours.	
	a. For whom did you work? (Name/of-company, business organization, or other employer)	
	(Write in):	
	b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)	
	(Write in):	
	· · · · · · · · · · · · · · · · · · ·	_
	c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitre secretary, etc.)	<b>:5</b> :
	(Write in):	_
	d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting tables, typing and filing, etc/)	0
	(Write in):	
:	e. Were you: (Circle one.)	
	An employee of a PRIVATE company, business, or	
	individual working for wages, salary, or commissions?1	
	A GOVERNMENT employee (Federal, State, county, or local)? 2	
,	Self-employed in your OWN business, professional	
	practice, or farm?	
	Working WITHOUT PAY in family business or farm?4	
•	f. When did you start working at this job? (month) (year)	
	g. Are you currently working at this job?	
,	Yes1	
	No2	
50a.	How many hours per WEEK did you usually work at this job up through the first week of October 1973?	
-	Hours per week	
30 <u>10</u> .	Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)	
	\$ Der week	
57.	How satisfied were you with the following aspects of this job?	
	(Circle one number on each line.)	
	Very . Very	
	satisfied Satisfied Dissatisfied dissatisfie	ď
	Pay and fringe benefits/	
	Importance and challenge	
	Working conditions	
	Opportunity for promotion and advancement with this employer	
i	Opportunity for promotion and advancement in this line of	
•	work       1       2       3       4         Security and permanence       1       2       3       4	
	Opportunity for developing new skills	
	Job as a whole 2	
-		

٠	Do you expect to be working for this same employer in October 1974?
	Yes1
	No
	Do you expect to be working at this same kind of job or occupation in October 1974?
	Yes1
	No2
	Were you working at any other job during the first week of October 1973 at the same time as the job you
	described above?
	Yes1
	No2
	· ·
	JOB HELD IN OCTOBER 1972
	<u></u> ,
8.	New please think back to about a year age. Did you hold a job of any kind during the month of October 1972?
	(Circle ene.)
	Yes, same job as in October 1973
	Ves but different job than in October 1973
	Ves but different job than in October 1973
	Yes, same job as in October 1973
18	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	No
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
<b>b</b> .	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
<b>b.</b>	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
<b>b.</b>	Yes, but different job than in October 1973
<b>b.</b>	Yes, but different job than in October 1973
<b>b.</b>	Yes, but different job than in October 1973
<b>.</b>	Yes, but different job than in October 1973
<b>b.</b>	Yes, but different job than in October 1973
b.	Yes, but different job than in October 1973
lb.	Yes, but different job than in October 1973

33.	the one at which you worked the most hours.
	a. For whom did you work? (Name of company, business organization, or other employer)
	(Write in):
	b. What kind of business or industry was this? (Fcr example, retail shoe store, restaurant, etc.)
•	(Write in):
	c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress secretary, etc.)
	(Write in):
-	d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting of tables, typing and filing, etc.)
	(Write in):
	e. Were you: (Circle one.)
	An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions?1
	A GOVERNMENT employee (Federal, State, county, or local)? 2
	Self-employed in your OWN business, professional practice, or farm?
	Working WITHOUT PAY in family business or farm?4
	f. When did you start working at this job? (month) (year)
	g. Are you currently working at this job?
	Yes1
	No 'Left job:
Sáa.	How many hours per WEEK did you usually work at this job in October 1972?
<b>,,,,</b>	Hours per week
56b.	Approximately how much did you usually earn per WEEK at this job back then before deductions?
	(If not paid by the week, please estimate.)  \$
<b>57.</b>	Were you working at any other job during the month of October 1972 at the same time as the job you described above?
	Yes1
	/ No2
	GENERAL
58.	Each part of this question refers to the entire 52-week period from October 1972 to October 1973.
	a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.)  Number of weeks
	b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? Number of weeks
	c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.)  **  Number of employers



High school employment service Other school or college placement service Professional periodicals or organizations Civil Service applications Public employment service Private employment agency Community action or welfare groups Newspaper advertisement Direct application to employers Registration with a union Friends or relatives Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial a No.  Yes (In what area did you receive this training?  Since leaving high school, have you worked in a jeb where you expected to use (Circle No, never looked for work where I could use it No, but looked for work where I could use it Yes  Which of the fellowing apply to your experience while working in this area?	1 1 1 1 1 1 1 1 1 1 1 1 1 2 e this le ene	preparts (SKIP)	to jeb ebta  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3 . you for ir ir as aid.)  5 o Section	333333333 .
High school employment service Other school or college placement service Professional periodicals or organizations Civil Service applications Public employment service Private employment agency Community action or welfare groups Newspaper advertisement Direct application to employers Registration with a union Friends or relatives Other (specify:	1 1 1 1 1 1 1 1 1 2 ded to skills, 1 2	prepare prepare (SKIP)	2	333333333 .
Other school or college placement service  Professional periodicals or organizations  Civil Service applications  Public employment service  Private employment agency  Community action or welfare groups  Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 1 1 1 1 1 1 2 e this le ene	prepare or nurse (SKIP)	2	3 3 3 3 3 3 3 3 
Professional periodicals or organizations  Civil Service applications  Public employment service  Private employment agency  Community action or welfare groups  Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a job where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 1 1 1 1 2 ded te skills, .1 2 e this le ene	prepare prepare (SKIP)	2	3 3 3 3 3 3 3 3 
Civil Service applications  Public employment service  Private employment agency  Community action or welfare groups  Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 1 1 1 1 2 ded te skills, .12	prepare or nurse (SKIP (	2	3 3 3 3 3 3 3 
Civil Service applications  Public employment service  Private employment agency  Community action or welfare groups  Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 1 1 1 1 2 ded te skills, .12	prepare or nurse (SKIP (	2	3 3 3 3 3 3 3 3
Private employment agency  Community action or welfare groups  Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 1 1 2 ded to skills, .1 — .2	prepare , or nurse (SKIP (	2	3 3 3 3 3 3 3
Community action or welfare groups  Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 1 ded te skills, .1———.2	propare or nurse of (SKIP) of training	2	3 3 3 3 3 3
Newspaper advertisement  Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you worked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 ded to skills, .12 e this le ene	prepare prepare (SKIP)	2	3 3 3 3 3 mmediate
Direct application to employers  Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 1 ded to skills, .12 e this le one	prepare , or nurse . (SKIP i	22222	3 3 3 3
Registration with a union  Friends or relatives  Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	1 1 ded te skills, .12 e this le ene	p prepare , or nurse (SKIP (	22	3 3 3 nmediate
Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	ded to skills, .1————————————————————————————————————	prepare , or nurse , (SKIP ) ; training	2 2 you for in s aid.) to Section	3 3 mmediate
Other (specify:  While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No.  Yes (In what area did you receive this training?  Since leaving high school, have you werked in a jeb where you expected to use (Circle No, never looked for work where I could use it  No, but looked for work where I could use it	ded to skills, .1— .2 e this le ene	p prepare , or nurse - (SKIP ( ) training	2 you for in us aid.) to Section	3 mmediate
While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No	ded to skills, .1— .2 e this le ene	prepare , or nurse · (SKIP i ; training ).)	o you for in os aid.) o Section	nmediate
While you were in high school, did you receive any specialized training intend employment upon leaving school? (For example, auto mechanics, secretarial s No	ded to skills, .1— .2 e this le ene	prepare , or nurse · (SKIP i ; training ).)	o you for in os aid.) o Section	nmediate`
Yes (In what area did you receive this training?)  Since leaving high school, have you worked in a jeb where you expected to use (Circle No, never looked for work where I could use it	.2 e this le ene	training		D) Next
Since leaving high school, have you worked in a jeb where you expected to use (Circle No, never looked for work where I could use it No, but looked for work where I could use it Yes	e this le ene	.)	?	
No, never looked for work where I could use it  No, but looked for work where I could use it  Yes	le ene	.)	?	
No, never looked for work where I could use it	le ene	.)	T	
No, never looked for work where I could use it  No, but looked for work where I could use it  Yes	.1—			-
No, but looked for work where I could use it Yes	2 —	/CVID	ın Cantian	DI Non
- Yes		-IONIP (	to section	D) Next
		- ISKIP	to q. 05) -	
Which of the following apply to your experience while working in this area?				
		Aes	olies C	lees not
I have been able to apply almost everything I learned in my high school traini	ing		me ap	ply to me 2
I have been able to annly the basic principles of my training, although some	e thin	ugs		
are different			1	2
I would have liked more experience in my training before I started working.			1	2
I received training different from the way it is done on the job			1	2
I found my high school training useful in on-the-job training program(s)			1	2
I was trained with tools or equipment that are not used on my job				
I could have gotten my job without the training.				
I took coursework associated with my training which was not helpful in perf	formi	ing		
my job		• • • • • • • •	1	2
I would have liked more information about what was expected in the job	beyo	ond		
skills training  I would have liked other types of experience or information to be included	•••••	••••••	1	2
I would have liked other types of experience or information to be included	d in t	the	1	9
training (describe:		<del></del> /·····	1	9
I consider myself doing as well as others with similar training		• • • • • • • • • • • • • • • • • • • •	1	6
I consider the training a wise choice	• • • • • •		•	0

# Section D — Military Service

44.	Since leaving high school, have you served in you been enrolled in one of the service academ	the Armed Forcer nies (for example,	West Point)?	onal Guard Unit	, or have 🚶
	.,	-	(Circle ene.)		. 4
•	No		·································}—_/S	KIP to Section	E, page 2
	Yes, National Guard or Reserves	s but not active du	ity2		/
	Yes, active duty or service acad	emy			1
<b>65.</b>	Which branch of the Armed Forces did you en	oter?(Write in):_	<del></del>		
<b>66.</b>	Did you enlist or were you drafted?		,		./
	(Circle o	ne.)	,	,	/
	I entered a service academy1	(SKIP to q. 72	) Next page ———		· / ·
	I enlisted2	When?	(month)	(year)	• /
	I was drafted3	When?	(month)	(year)	/· ·
-	•	<del>-</del>		•	1.
		•			∫ ; -,
67.	When did you begin active duty?	(month)	(year)		1
<b>68</b> .	Have you received (or are you receiving) for Forces?  No	•••••	1—/5	,	1
;	165	\	••••••		•.
67a.	In which of the following fields have you recei	ved specialized sc	heeling? -	·	
			(Circle one.)		
	<u>Business</u> (e.g., administration work, communications, personn	, management, nel work, etc.)	clerical		
	Computer Technology (e.g., computer operations, etc.)	computer progra	ımming,	•	
	Health Professions (e.g., medica therapy, X-ray technology, pha	l technology, occurrmacy, etc.)	pational		
	Mechanical and Engineering T mechanics, automotive me printing, drafting, machinist, el	echanics, const	ruction,		
	Services (e.g., food service, control, etc.)	security work.	aircraft	-	••
•	Other (please specify:		)6		
69b.	What is the name of the specialized schooling your military specialty code, or MOS. (Please	program in which	h you spent the longest	period of time	? Specify
	Name of program:	MOS:	··		
70.	What is the highest pay grade and specialty ra	Alan yan bana kal	19		
/ <b>V</b> .	Pay grade:	Specialty ratio	•		



	1.00	ala ama	ham an -a-L #1	\
The second secon	•		ber en each lie	NO.)
Designed and for the black policy and all all and all all and all all all and all all all all all all all all all al			No	
Prepared you for the high school equivalency test?	•			
Prepared you for equivalency tests that can be taken for co		•		
Were college-sponsored courses which gave college credits?	• • • • • • • • • • • • • • • • • • • •		2	
Do you plan to use the GI Bill to further your education?			. –	
:		(Circle ens.)	)	
Yes		1		
No		2		
Undecided		<b>.</b> .		
		444		
How satisfied are (were) you with the following aspects of				
•	(Cir	cie ene num	ber en each li	,
	Very	Satisfied	Discription	Very disentiatied
Pay and fringe benefits	1			
Importance and interest of work				
Working conditions	•			
Opportunity for promotion and advancement in the Armed		••••••		•••••
Forces	1	2	3	4
Opportunity for promotion and advancement in my specialty		, •	*	
specialty	1	2	3	4 ्
Security and permanence	1	2	3	4 " "
Opportunity for developing new skills	1	2	3	4
	• • • • • • • • • • • • • • • • • • • •			
Work as a whole	1	2	3	4
Work as a whole	1	<b>2</b>	3	4
Are you currently on active duty?	1	<b>2 .</b>	3	<b>4</b>
Are you currently on active duty?  No (Date left: month	1 yea	r)1——	3	<b>4</b>
Are you currently on active duty?  No (Date left: month	1	r)1——	3	<b>4</b>
Are you currently on active duty?  No (Date left: month	1 yea	r)1——	3	<b>4</b>
Are yeu currently en active duty?  No (Date left: month  Yes	1 yea	r)1——	3 (SKIP to Sec	<b>4</b>
Are you currently on active duty?  No (Date left: month  Yes	yea	r)1	3 (SKIP to Sec	<b>4</b>
Are yeu currently en active duty?  No (Date left: month  Yes	yea	r)2	3 (SKIP to Sec	<b>4</b>
Are you currently on active duty?  No (Date left: month  Yes	yea	(Circle ene1	3 (SKIP to Sec	<b>4</b>
Are you currently on active duty?  No (Date left: month Yes	yea Forces?	(Circle ene	3 (SKIP to Sec	<b>4</b>
Are you currently on active duty?  No (Date left: month Yes	yea Forces?	(Circle ene	3 (SKIP to Sec	<b>4</b>
Are you currently on active duty?  No (Date left:	yea Forces?	(Circle ene	3 (SKIP to Sec	<b>4</b>
Are you currently on active duty?  No (Date left: month Yes	year Forces?	(Circle ene.:121234	(SKIP to Sec	4
Are you currently on active duty?  No (Date left:	year Forces?	(Circle ene.:121234	(SKIP to Sec	4
Are you currently on active duty?  No (Date left:	year Forces?	(Circle ene	(SKIP to Sec	4
Are you currently on active duty?  No (Date left: month Yes	year Forces?  full career  (Cir	(Circle ene	SKIP to Sec	4
Are you currently on active duty?  No (Date left:	yea Forces?  full career  (Cir	(Circle ene	SKIP to Sec.  (SKIP to Sec. )  ber en each li  Dess not apply to me2	4
Are you currently on active duty?  No (Date left:	yea: Forces?  a full career  (Cir	(Circle ene	SKIP to Sec.  (SKIP to Sec. )  ber en each li  Dess not apply to me2	4
Are you currently on active duty?  No (Date left:	yea  Forces?  full career  (Cir	(Circle ene	SKIP to Secion (SKIP)  December on each limit apply to me  2	4
Are you currently on active duty?  No (Date left:	yea  Forces?  full career  (Cir	(Circle ene	SKIP to Secion (SKIP to Secion )  December on each limps to me	4
Are you currently on active duty?  No (Date left:	yea  Forces?  full career  (Cir	(Circle ene	SKIP to Secion (SKIP to Secion)  December on each limples not apply to me  2 2 2	4
Are you currently on active duty?  No (Date left:	yea  Forces?  full career  (Cir	(Circle ene	SKIP to Secion (SKIP to Secion)  December on each lipes not apply to me  2 2 2 2 2	4

## Section E — Information About The Past

77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in deing the following things since you left high school?

	) PARBNIS (	ir guardi	ANS				(	b) FRIEND	S YOUR OW	N AGE
(Ci	rcio ene numi	pr on each	line.) -	-	•		(0	ircle ene m	umber on eac	th line.)
En- coragai	Dis- couraged	Noth:	Neither	1	• •		En- couraged	Ois- courage	d Both	Neith
1		3	4	Getting	g <b>a job</b> o <b>r</b> go	ing to work	1	2	3	<b>.</b>
	<b>2</b>	3		Crie	chnical trai		_ ******		3 .	
1	<b>2</b>	3	4		to college fo lemic educa		1	2.	3	
1		:3	4	Getting	g married	^	1\	2.	3	4
1	2	3	4	Enteri	ng the Arm	ed Forces	1	<u>2.</u>	3	4
1	<b>2</b>	3	4	Travel	ling or takin	g a break	1	2.	3	
~					•			1		
<b>78.</b>	What is the your best g		lucational <u>la</u> v	rei cempl	eted by yea	r mether a	and father? I	f you are n	et sure, plea	ise give
~	•				(Circle one	númber o	n each line.)	1	•	
	~					iel, trade,		Academic	: programs	
	•	None or grade	High Sch	100l	program er c	or career in a school olloge	Some cellege (including	(four-cr	Master's	Ph. D.,
	ther or	school only	Did not finish	Finished	two years		twe-year degree)	five-year degree)	degree er equivalent	M.D., or equivalent
88.	ile guardian other or nale guardian	1		3	• • • • • • • • • • • • • • • • • • • •		,	1	ه	<b>.3</b>
ier	nate guardian	, ,	<u> </u>	<b></b>	•••••		· · · · · · · · · · · · · · · · · · ·			·····3
		scribe belev er disabled.	v the job me	est recent	ly held by	your father	r (or male s	wardian), d	ven if he is	retired,
•	a. For whe		did) he work	? (Name	of company	, business,	organizațion	, or other e	mployer)	
	governn	nent, farmir	ess or industri ng, e.c.)				ple, retail st		cturer, state	e or city
Ĺ	c. What ki	nd of jeb ea , policeman	r occupation ( , civil engine	does (or o	did) he have er, teacher)	e in this bu	siness or ind	<b>-</b>	example, s	alesman,
	(Write i	וו):								<u> </u>



		(Circle one number en each line.)				
		•	Did not work	Worked port-time	Worked full-time	Does not apply
	When you were in high school					
	When you were in elementary school					
	Before you went to elementary school	•••••	1	2	3	4
	Did you formally apply for admission at any time before October 1973?	*				
	No	•••••		16	SKIP to q.	85) Next
•	Yes	•••••	•••••	2		
_	When you first applied, what was the	name and address of t	the FIRST :	cheel er celle	ge of your ch	reice?
	Name:					
	Address:	<del>-</del>	_			
	(city)		(	state)		
_	Were you accepted for admission at th	his school?		•		
•		*		(Circle ene.)		
	Yes, and attended	*************		1		•
	Yes, but this school did :	not have enough room		2		
	Yes, but did not attend f	or other reasons	• • • • • • • • • • • • • • • • • • • •	3		
	No, was not accepted	• • • • • • • • • • • • • • • • • • • •	•••••	4		
<b>.</b>	Did you apply for financial aid at this	school?				
	•	•		(Circle one.)		
	° No			1] _	(SKIP to a.	83a L
	Von hist was affered no	financial aid		9 1	10000	
	Yes, and was offered fin	ancial aid	• • • • • • • • • • • • • • • • • • •	3		
l.	What were the appreximate values of		•		first acade	mic
	year? (If none, enter "none") Scholarship: \$	Loan: \$	D.	omised job: \$		*4
_	Sciouaramp. •	10411. 4		omiaca job. 4		<u> </u>
ı.	At that time, what was the name and					
	I applied to only one sch	1001 _.	• • • • • • • • • • • • • • • • • • • •	1 —	SKIP to q.	85) Next
	Name:	·				
	Address:	<u> </u>				
	(city)		_	(state)		
L	Were you accepted for admission at the	his school?				
-				(Circle one.)		
	Yes, and atten <del>ded</del>			1		
	Yes, but this school did	not have enough room	ı	<b>. 2</b>		

IJE.	DIE Ann abbit on unmeren and as une across s		(	(Circie ene.)	•	2
-	No			1	(CY17) .	
	NoYes, but was offered no financial :	aid		2	(SKIP to q.	84a)
	Yes, and was offered financial aid					•
					•	•
89d.	What were the appreximate values of the fina year? (If none, enter "none")	ncial aid the	4 Aon mous é	lfored for the	first acader	nic
	Scholarship: \$ Loan:	: \$	Pro	miseci job: \$_	1 14	_'
*_	At that time, what was the name and address of	THIRE	CHOICE sch	aal ee callage	12 ,	
	I applied to only two schools					85)
_	7.	• • • • • • • • • • • • • • • • • • • •		••••••	(04111 10 4)	_
	Name:					
	Address: (city)		(5	tate)		
		_	·			
34b.	Were you accepted for admission at this school	?				
	•			(Circle ene.)		
	Yes, and attended	.,		1		
	Yes, but this school did not have e	enough room	• • • • • • • • • • • • • • • • • • • •	2		<i>-</i>
	Yes, but did not attend for other r	reasons	• • • • • • • • • • • • • • • • • • • •	3		, ,
	No, was not accepted		• • • • • • • • • • • • • • • • • • • •	4		
	The same and the dispusion and at this school?					
PVE.	Did you apply for financial aid at this school?	•		(Circle one.)		
^	W-			•	_	
	NoYes, but was offered no financial	 à	• • • • • • • • • • • • • • • • • • • •	·····}-/	SKIP to q.	85)——
						,
	Yes, and was offered financial aid	1		3		
Md.	What were the appreximate values of the fine	pincial aid the	at you were o	ffered for th	e first acade	mic
	year? (If none, enter "none")	. •	nk	minad iak. •		
	Scholarship: \$ Loan	ı: <b>3</b>	Pioi	unaed loo: +_	_ <del></del>	-
1						-
<b>25.</b>	How helpful were your high achies's counseling	services in e				
		٠,	,	e number en	each line.)	
	,	Services	Services available	SERVICE	S CONSULTE	ED AND
		NOT	but NOT	Very		NOT
	•	available	conculted .	holpful	Heipful	helpful
	Learning: how my interests and abilities fit with different jobs or occupations	i	<b>. 2</b>	3	4	5
	Finding out where to train for the job or occupation I wanted	1	 <b>2</b>	<b>3</b> .	4	5
	Placing me in a job or helping me to find employment	1		· 3	<b>.4</b>	5
	Finding out the schools or colleges I qualified for which suited my abilities and interests					
	Finding out about costs at different schools or colleges and how to obtain financial aid					
	Obtaining financial aid to go to school or college					
						•
	expanding employment opportunities	1	<b>2</b>	3	<u>.</u> 4	5

<del></del>	WINCH OF THE	Minamina sen assertans T	the man sense program.		(Circle ene.)	<b>)</b>	
		General		1	• • • • • • • • • • • • • • • • • • • •	· ·	
			aratory			*	
	*	Vocational or technical:			·· · <del>·</del>	1	
	1		ns		3	•	
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		*	•	- 1		.dee deld it.	12
87.	Which of the	following best describes N	ow well you did in all of you	- 1	(Circle ene.		901 T
		Mantha A (no managinal ag		- 1	• • • • • • • • • • • • • • • • • • • •	,	,
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		•	75-79)	1			
•	J.		65-69)	,			\
		•					,
	*		)				<b>\</b>
<b>*86.</b>	· When you w	ere a senier in high schoo	, how many <u>hours per wee</u>	<u>ık</u> en	the average	did you work	in a paid or
	unpaid job?	De NOT include work while	e in a vacation period.		(Circle ene.		
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			·····/····			1	
			·····/	• • • • •	6	•	
		More than 30 hours	1	• • • • • •	7	`	•
<b>97.</b>	When you w	ere a senier in high school	, did you participate in any	of th	e feilewing	types of activi	lies, either in
ć,	er out of sc	iool?	/				b 11 1
	<b>L</b>		/		(Circie e	ne number on	Participated
	<b>)</b> ·	•			DIA NOT		as a leader
`	à		. /		•	actively	
~	Athletic tea	ns, intramurals, letterman	's club, sports club	• • • • • •	1	2	3
	Cheerleader	s, pep club, majorettes, 🐍			1.j/	2	3
	Debating, d	rama, band, chorus	·/		<i>يا ب</i> ا با	<u></u> 2	3
	Hobby club	such as photography, mo	del building, hot rod, electr	ronics		2	3
	Honorary c	ubs such as Beta Club or N	lational Honor Society			2	3
	School news	peper, magazine, yearbook	, annuai		1		.,3
	Cabinal	and matter alube much	se ecience history land	5119 <i>58</i>		· · •	
	huniness	art			1		3
	Student cou	ncil, student-government, p	olitical club	• • • • •	1	2.,	3
	Vocational	education clubs such as	s Future Homemakers, F nerica, DECA, OEA, FBL	Future .A. o			
		· · · · · · · · · · · · · · · · · · ·	مم	•			. 4

74.	when did yo	M MAL GOCIGE MUSIK	er er ner	Aun menus de	to college		•		`,
		1				(Circle			ì
		I decided before th	, –				-		, 1
		I decided in the 19	- 1						_
	•	I decided in the 11		7					
		I decided in the 12	· 1	• •					
		I decided after lea	ving high	school	•••••	• • • • • • • • • • • • • • • • • • • •	.5	·	
	•	' I'm still undecided	ب		• • • • • • • • • • • • • • • • • • • •	•••••	6	1	,
	,	•		: /					
*	•								٠.
91.	When you v	vere still a senier i	n high sc	<u>haol,</u> what di	d most of	your close fr	ionds plan	n to de afte	r
	finishing his	ph school?	, }		ه			•	٠
			1		•		one.)		
		Enter the military					_		
		Go to vocational, t	7	•	/			s	
	\	Become full-time			-/	• • • • • • • • • • • • • • • • • • • •	3		
,	•	Go to college	•		,	•••••••	•	*	
1		Enter apprentices	-		7				
`		Go to work full-tin	ze	\	<i></i>	•••••	6	•	
		I don't know	· · · · · · · · · · · · · · · · · · ·	ļ,'		• • • • • • • • • • • • • • • • • • • •	7	•	
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,	kor	Don't now, or High S nos not NOT	cheel	Vocations business,	i, trade, er career a school lege		Finish	E programs  Mister's degree or	Ph. D.,
Fatt	ler D	now, or High S	cheel	business, o program is	i, trade, or career o a school lege Two years	Some college (including	Finish ,college (four-or	Moster's	
	la D	new, or High S ees net NOT apply finish	;	Vocations business, o program is ar. col	i, trade, or career o a school lege Two years	Some college (including two-year	Finish ,college (four-or five-year	Müster's degree er	M.D., e
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male Met fem	ter or e guardian her or ale guardian.	new, or High S ess net NOT apply finish .12	Finish3	Vocations business, program in ar. cal Legs then two years	i, trade, or career a a school lege Two years or more	Some college (including two-year degree) 6	Finish college (four-or five-year degree)	Muster's degree or equivalent	M.D., equivalen
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or less b	(Circle one no	mber on each line.
4,	Yes	No
A specific	c place for study1	2
Daily nev	whose	2
	ry	
Encyclop	pedia or other reference books1	2 j″
Magazine	•	<b>2</b>   -
Record p	<b>Naver</b>	
Tape rec	corder or cassette player 1	2
Color tele	evision1	2
Typewrit	ter 1	<b>.</b>
Electric (	dishwasher1	2
Two or m	nore cars or trucks that run	<b>.</b> 2
يرجاء بيمايا	you describe yourself?	1
inen en y	(Circle on	e.)·
	American Indian1	
	Black or Afro-American or Negro2	1
•	Mexican-American or Chicano	•
	Puerto Rican	1 -
	Other Latin-American origin5	i
	Oriental or Asian-American	1
* · · · · · · · · · · · · · · · · · · ·	White or Caucasian7	
	Other8	1
	sh the language spaken most often in your parents' home?	1
is Englis	Yes	•
•		
,	No2	1 .
What reli	ligion were you brought up in? (Circle of	- · ·
	4	~/
	Protestant	1
	Roman Catholic2	
	Other Christian3	
	Jewish4	1
	None5	1
\	Other (please specify)6	]
When we	ou were a senior in high school which of the following best described the loc	ation of the place i
which ye	ou lived?	,
/ / '	(Circle el	10.)
\	In a rural or farming community1	1
. \ .	In a small city or town of fewer than 50,000 people that is	
	not a suburb of a larger place	
	In a medium-sized city (50,000-100,000 people)	•
	in a suburb of a medium-sized city	•
•	In a large city (100,000-500,000 people)	
1	In subury of a large city	
	In a very large city (over 500,000 people)	
	In a suburb of a very large city8	
. Durine 1	your senior year in high school did you have a physical condition that !	knited the kind ar
amount	of work you could do on a job?	•
*	Yes	
	No	
• 1		

The OPERATION FOLLOW UP staff would like to get in touch with you again next year to find out how your plans have worked out. To help us do so, we would appreciate your filling in the information on the next sage. This information will be kept in strict confidence and will only be used for future survey purposes.

## Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

nates inartioes, ser	eet, city, state and ZIP code	}	:	1	Celephone
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, , ,				Area Code	Number
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se PRINT the name	e, address and telephone num	nber of your p	arents.		
lame:			,		
ddress (number, str	reet, city, state and ZIP code	*)	~	,   ,	Celephone
	- 3			Area Code	,Number
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Name:	rest, city, state and ZIP code	<del>2</del> )			<b>.</b>
iddress (number, st	reet, city, state and ZIP code	<del>)</del> )			Telephone
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Name:	•	· · · · · ·			
		2)	,		Talanhana
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		2)		Area Code	Telephone Number
		· · · · · · · · · · · · · · · · · · ·			
		2)			
		2)			
		(2)			
Address (number, str	reet, city, state and ZIP code		•		Number
Address (number, str	reet. city. state and ZIP code		(day)		
Address (number, str	reet, city, state and ZIP code		•		Number
Address (number, strains)  Date of birth  Sex: (Circle one.)	reet. city. state and ZIP code  information about yourself  (month)  Male		•		Number
Address (number, str	reet. city. state and ZIP code  og information about yourself  (month)  Male1  Female2		•		Number

#### THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE **OLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972



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Prepared for the

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

BY RESEARCH TRIANGLE INSTITUTE I RESEARCH TRIANGLE PARK, NORTH CAROLINA

#### 

#### ...DIRECTIONS

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Education & Training
- C. Work Experience
- D. Family Status
- E. Military Service
- F. Activities and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding; which are

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?

-	•	(Circle one number on each line
	,`	My _ Net My
	•	My Not My Reasons Reasons
	Graduated	2
	Entered college	
	Went to work	
		······

When you complete this questionnaire, please return it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Bex 12036
Research Triangle Park, North Carolina 27709

A post-paid and pre-addressed envelope is enclosed for your convenience.



# Section A: General Information

### FACTS ABOUT YOU IN OCTOBER 1974

		· ~_
What were	you doing the <u>first week of October 1974?</u>	ازو
		cle as many a
	Working for pay at a full-time or part-time job	1
	Taking academic courses at a two- or four-year college	2
	Taking vocational or technical courses at any kind of sch or college (for example, vocational, trade, business, other career training school)	or 3
•	On active duty in the Armed Forces (or service academy)	4
	Homemaker	5
	Temporary lay-off from work, looking for work, or waiting report to work	
	Other (describe:	
	,	(Circle one
	<b>7</b> 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
	Private house, apartment, or mobile home	
	Dormitory or apartment operated by a school or college	2
	Dormitory or apartment operated by a school or college Fraternity or sorority house	2 3
	Dormitory or apartment operated by a school or college Fraternity or sorority house	2 3 4
	Dormitory or apartment operated by a school or college Fraternity or sorority house	2 3 4 5
	Dormitory or apartment operated by a school or college Fraternity or sorority house	2 3 4 5
With whom	Dormitory or apartment operated by a school or college Fraternity or sorority house	2 3 4 5
With whom	Dormitory or apartment operated by a school or college	2 3 4 5 _)6
With whon	Dormitory or apartment operated by a school or college	2345)6
With when	Dormitory or apartment operated by a school or college Fraternity or sorority house	2345)6  (Circle one
With whor	Dormitory or apartment operated by a school or college  Fraternity or sorority house	2345)6 (Circle one
With whom	Dormitory or apartment operated by a school or college Fraternity or sorority house	2345 _)6  (Circle one12
With whom	Dormitory or apartment operated by a school or college Fraternity or sorority house	245)6  (Circle one123



١.	Which of the following past describes the location of the place where you live in the tribing (Circle one.)
	In a rural or farming community
	In a small city or town of fewer than 50,000 people that is not
^ `	a suburb of a larger place2
·	In a medium-sized city (50,000-100,000 people)3
	In a suburb of a medium-sized city4
	In a large city (100,000-500,000 people)
	In a suburb of a large city6
	In a very large city (over 500,000 people)7
	In a suburb of a very large city8
	A military base or station9
•	Is this the SAME city or community where you lived a year ago in October 1973?
	Yes 1 GO TO Q. 8
	No 2 GO TO Q. 6
	Hew far is this from where you lived in October 1973?
•	#
	(Circle one.)
	Less than 50 miles
	50 to 99 miles
	100 to 199 miles3
	200 to 499 miles4
	500 miles or more5
	What was the main reason you moved to the place where you live now?
	(Circle ane.)
	To find or take a job1
	To go to school2
	To follow my parents or spouse to a new location3
	Other (specify:)4
~	
	•
i.	How de you describe yourself?
••	(Circle one.)
	American Indian1
	Black of Afro-American or Negro2
	Mexican-American or Chicano3
	Puerto Rican4
	Other Latin-American origin5
•	Oriental or Asian-American6
į	White or Caucasian7
•	Other

## Section B: Education & Training

This section asks information about your training and education. The emphasis is on your school experiences from October 1973 through October 1974. (Persons in the military service should also answer the questions in this section.)

#### SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974

9.	From October 1973 through October 1974 were you or university, service academy or school, busine community college, and so forth?	enrolled in or did you take classes at any school like a college se school, trade school, technical institute, vocational school,
	No	
	Yes	· · · · · · · · · · · · · · · · · · ·
		No
		Yes 2 GO TO Q. 11
11.,	What is the exact name and location of the school print and do not abbreviate.)	you were attending in the <u>first week or October 1974?</u> (Please
	School Name:	<u> </u>
	City:	• State:
	•	1
12.	What kind of school is this? (Circle one.)	13. Were you attending this school as part of an Armed Forces training program?
	Vocational. trade. business.	Yes1
	or other career training	No2
	school	
	college (two-year)2	•
	Four-year college or univer- sity3	
	Other (describe:)4	
		•
14.	When did you first attend this school?	(month) (year)
15.	Are you currently attending this school?	
	- Yes1	(month) (stoop)
	No2 Date lett:	(month) (year)
16.	During the first week of October 1974, were you cla	ssified by this school as a full-time student?
	Yes	
	No	2
	Don't know	y
17.	During October 1974, about how many neurs a wee were enrelled? Include time in lectures, shop, labo	k did your classes meet in the subjects or courses in which you ratories, etc.
	· ·	Hours per week

₹.	At that time new were you classin	en by your school?	(Circle one.)	
	Freshman (First-yes	ır Student)	1	
		year Student)		
		tudent)		
		Student)		
	•			
		(specify:		,
		assify students		
19.	As of the first week of October 19	74, what was your actual or inte	nded field of study or training area (f counting, psychology, home economic	or exam
	Please name the specific held or			
			)	
	(Write in):			
	,			
0.	. Please select below the category v	which best describes this field or	area.	
	•	•		rcla one.
	Agriculture and Home Economics	,		. 1
	Business (accounting, marketing,	personnel management, etc.)		. 2
			)	
			er operations, etc.)	
	Mechanical and Engineering Tec	hnology (automotive mechanic,	machinist, construction. drafting,	
	Linearities and Eine Arts (music	religion English etc.)		. 8
	Health Services (nursing lab tech	nician roccupational therapy, etc.	2.)	. 9
			cian, etc.)	
``			etc.)	
	\ .			
			<i></i>	
	UNDECIDED	•••••	• • • • • • • • • • • • • • • • • • • •	15
	,		,	
21.	This (above) is:	•		
`	An ACADEMIC pro	ogram (typically leads to a 4-o	or 5-year	
	Bachelor's degree	e)		
	A VOCATIONAL pro	ogram (does not lead to a Bachele	or's	
	degree)		2	•
	,	· · \		
12.	How long does it normally take on	e to complete this program of str	udies from beginning to end?	
		,		
	`		(Circle one.)	
		ess than one year		
		One year		
	` /	Two years		i
		Three years		
		Four years		
		More than 4 years	5	

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rtificate (specify in what:  rense (specify in what:  ro-year or three-year vocational degreo-year academic degree  rur-year or five-year college Bachelor  r (specify:  your field of study or training area if  Yes  No, I hadn't decided upon a  No, I wasn't enrolled in sch	1	ober 1973?
rtificate (specify in what: rense (specify in what: ro-year or three-year vocational degreo-year academic degree ur-year or five-year college Bachelor r (specify:  your field of study or training area if Yes No, I hadn't decided upon a No, I wasn't enrolled in sch	)3	ober 1973?
yo-year or three-year vocational degree-year academic degree-year college Bachelon (specify:  your field of study or training area in the study of t	re or diploma	) ) ) ) eber 1973?
your field of study or training area in No, I hadn't decided upon a No, I wasn't enrolled in sch	5	) ) ober 1973?
your field of study or training area in No, I hadn't decided upon a No, I wasn't enrolled in sch	5	) ) ober 1973?
yeur field of study or training area i  Yes  No, I hadn't decided upon a  No, I wasn't enrolled in sch	)7	ober 1973?
your field of study or training area i Yes	n October 1974 the same as it was a year age in <u>October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the y</u>	ober 1973?
your field of study or training area i Yes	n October 1974 the same as it was a year age in <u>October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the same as it was a year age in October 1974 the y</u>	ober 1973?
Yes  No, I hadn't decided upon a  No, I wasn't enrolled in sch	(Circle one.)	
Yes  No, I hadn't decided upon a  No, I wasn't enrolled in sch	(Circle one.)	
Yes  No, I hadn't decided upon a  No, I wasn't enrolled in sch	(Circle one.)	
No, I hadn't decided upon a No, I wasn't enrolled in sch	field or area a year ago2	Q 26
No, I hadn't decided upon a No, I wasn't enrolled in sch	field or area a year ago2	Q 26
No, I wasn't enrolled in sch	field or area a year ago2	_
	pol a year ago	
No, I changed my field or a		Q. 28, next page
	rea during the year4 GO TO	O Q. 25
,	_ ''''	OT My <del>casons</del>
Courses more difficult than I expect		<del></del>
Concent of Courses of the cent from wi		
New information about other fields	of study or training areas1	2
New information about other fields of Interest aroused by courses	of study or training areas	2 2
New information about other fields of Interest aroused by courses More jobs available for graduates in	of study or training areas	22
New information about other fields of interest aroused by courses  More jobs available for graduates in Better jobs available for graduates in the constitution of the constitutio	of study or training areas	2 2 2
	Courses more difficult than I expects Met people with new ideas Poor advice on original choice Lack of information on jobs related	ed below are some reasons why students change fields or training areas. What were the ation?  (Circle one number of My N

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	-					-	My Reasons	NOT My Reasons
а.	My interest cl	nanged, and	mv former so	hool did	not oifer ti	he course (	of	-
	study I was	nted					1	2
b.	Wanted to atte	end a less ex	pensive schoo	ol			1	2
c.	My grades we	re too low to	continue at t	he forme	r school .			2
d.	Wanted to be	at a smaller	school				1	2
e.	Wanted to be	at a larger se	chool					2
Ē.	Wanted to att	end school cl	oser to home					2
<b>g</b> .	Wanted to att	end a school	farther away	from ho	me		1	2
a.	Wanted to att	end a school	that would gi	ve me be	tter caree	r opportun	ities1	2
i <b>.</b>	Wanted to att	end a more p	restigious sci	hool			1	2
j.	Wanted to at	tend a school	, d where I co	eld max	imize my	intellectu	al	
	and persor	al developm	ent		• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • •	1	2
k.								2
l.	Transferred f	rom a two-ye	ear to a four-y	year scho	ol to conti	nue my	1	2
						• . •	_)1	2
m.	Other (specif	V:			•			
Dur	Other (specifying October 19	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i jeb(s) a	I the SAM	E TIME III	at you were g	oing to sch
<b>Du</b> r No .	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a	i jeb(s) a	t the SAM At that	ETIME th		oing to sch
Dur No .	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i jeb(s) a	I the SAM	ETIME th	at you were g	oing to sch
Dur No .	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i jeb(s) a	t the SAMi At that nermally	E TIME the time, how work?	nat you were g	oing to sch per week
Dur No. Yes	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i jeb(s) a	at the SAMi	ETIME the time, how work?	nat you were g	oing to sch s per week (Ćircle on
Dur No .	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i jeb(s) a	At that normally 1-5 hours 6-10 hour	time, how work?  per weeks per weeks	nat you were g	oing to sch per wee (Circle or12
Dur No. Yes	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i job(s) a age 29.	At that nermally 1-5 hours 6-10 hour 11-15 hou	ETIME the time, how work?  per week sper week rsper week	many hours	oing to sch
Dur No. Yes	ing <u>October 19</u>	<u>74,</u> were yeu GO TO (	working on a 2. 32, next po	i job(s) a age 29.	At that normally 1-5 hours 6-10 hour 11-15 hou 16-20 hou	ETIME the time, how work?  per week sper week rsper we were well we were well were well were well we well we well we well we were we well we were well we were well we well we well we well we were well we	many hours  many hours  many hours	(Circle or
Dur No. Yes	ing <u>October 19</u>	74, were yeu GO TO (	working on a 2, 32, next pa 2, 29 →	i job(s) a age 29.	At that normally 1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou	ETIME the time, how work?  per week s per week rs per	many hours  many hours  many hours	(Circle on
Dur No. Yes	ing <u>October 19</u>	74, were yeu GO TO (	working on a 2, 32, next pa 2, 29 →	i job(s) a age 29.	At that normally 1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou	ETIME the time, how work?  per week s per week rs per	many hours  many hours  many hours	(Circle on
Dur No . Yes	ing <u>October 19</u>	74, were you GO TO ( GO TO (	working on a  2, 32, next pa  2, 29	a job(s) a age 29.	At that normally 1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou 35 or mos	time, how work? per week s per week rs per week rs per week rs per week rs per week re hours pe	many hours  many hours  many hours	(Circle on
Dur No . Yes	ing <u>October 19</u>	74, were you GO TO ( GO TO (	working on a  2, 32, next pa  2, 29	a job(s) a age 29.	At that normally 1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou 35 or mos	time, how work? per week s per week rs per week rs per week rs per week rs per week re hours pe	many hours  many hours  k  k  k  k  k  k  k  k  k  k  k  k  k	(Circle on1
Dur No . Yes	ring <u>October 19</u>	74, were you  GO TO (	working on a  2. 32, next po  2. 29   rork for the so	p job(s) a zge 29.	At that nermally  1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou 35 or mo	time, how work? per week s per week rs per week rs per week rs per week rs per week re hours per	many hours  many hours  k  k  k  c  c  c  c  c  c  c  c  c  c	(Circle on1
Dur No . Yes	ing <u>October 19</u>	74, were you GO TO ( GO TO (	working on a  2, 32, next po  2, 29   rork for the se	n job(s) a zge 29.	At that nermally 1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou 35 or mo	time, how work? per week s per week rs per week rs per week rs per week re hours per nding?	many hours  many hours  c  c  c  c  c  c  c  c  c  c  c  c  c	(Circle on1
Dur No . Yes	ring October 19	74, were you  GO TO ( GO TO (	working on a  2, 32, next po  2, 29   work for the so  pay (only)	i job(s) a age 29.	At that normally 1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou 35 or mo	time, how work? per week s per week rs per wee rs per wee rs per wee re hours per mding?	many hours  many h	(Circle on1
Dur No . Yes	ring October 19 No Yes,	74, were you  GO TO ( GO TO (  Working for, working off	working on a  2, 32, next po  2, 29   rork for the se	chool you	At that nermally  1-5 hours 6-10 hour 11-15 hou 16-20 hou 21-34 hou 35 or mo	e TIME the time, how work?  per week as per week rs per week re hours per week re ho	(Circle one.)	(Circle on1

### ATTENDANCE AT OTHER SCHOOLS FROM OCTOBER 1973 TO OCTOBER 1974

32.	Besides any schools you may OTHER schools <u>from October</u> academies, business schools, s forth.)	1973 to October 1974	l? (Again include schools like	e colleges and uni	versities, serv
•	1	No1	GO TO Q. 38, next page		
		Yes2			
	\ ,				•
<b>33.</b>	What is the exact name and I than one (other) school, then g			abbreviate. (If ye	ev attended mo
		• *			
	School Name:				_
	City:		State:	<del></del>	<del>-</del>
		•	•		
34.	What kind of school is this?	•	{Circ	cie ene.)	
٠	Vocational trade	e, husiness or other (	career training school		
	•		ear)		•
٠,	Other (describe:		)		
,	,				
35a.	When did you first attend this	school?	(month)	(year)	
	·	<del></del>			
35b.	Are you now aftersing this sch	rool?	•		
	Yes1				
	No2	Date left:	(month)	(year)	
	•		•		
36.	Did you withdraw from this sc	hool before you com	pleted your studies?		
	•	•		cie one.)	
					38. next page
	Yes. but I have s	ince returned to sch	ool	.2	47
•	Yes, but I plan to	return before Octo	ber 1975	.3 GO TO $Q$ .	3/
	Yes, and I do not	plan to return before	re October 1975	. <b>4</b> J	
	,	,			
37.	What were your reasons for w	ithdrawing?	(Circle s	one number on eac	ch line \
	****			Ay NOT M	
			•	nasens Reasen	5
	a. Became ill			.1 2	
	b. Had financial difficulties			.1 2	
	c. Was offered a good job			.12	
	d. Got married or planned to	get married	<u></u>	.1 2	
			d		
	f. Wanted to get practical ex	cperience		.1	
	g. Failing or not doing as we	ll as I wanted		.12	
		hool		.1 2	
	j. Other (describe:		)	.12	
	• / =====				



	\				(Circle on	e number on	each line.)	
			•	¥		Neutral		
	\ ;	}.	•	Very satisfied	Semewhat satisfied	or ne epinion	Somewhat dissatisfied	Very dissatisfi
a.	The ability. k	cnowledg	e. and personal				•	•
	qualities o	of most b	e. and personal eachers	1	2		/ <b>3</b>	5
b.	The social lif	e		1	2	3	<i>f.</i> 4	5
c.	Development	t of mv v	oric skills			3	4	5
d.	My intellectu	ial growi	h	1	2/	3	4	5
e.	Counseling o	r ich nla	rement .	. 1		3	4	5
·f.	The building	s. library	equipment, etc.	1	/	3	4	5
g.	Cultural acti	vities m	usic, art. drama, etc.	. 1	2	3	4	5
j;	The intellect	nal life o	f the school	1	:/ <b>2</b>	3	4	5
i.	Course curri	culum		. 1	22	3	4	5
••	, course curr.	cuiui.i .	, 5 +				<b>*</b>	
	. *		st describes how well y		i Tain all af unu		t en program	fram Orta
WI	hich of the folk 73 Horough Oct	wing 500 Johan 197	or describes now well y 4? If your school(s) o	r program(	s) do not use	letter grade	s, please cho	ose the le
gr	ade that come:	clesest	to describing your prog	ress.			•	
Ī		/				rcle one.)	t,	
	•		Mostly A	:		1	•	*
			About half A and	haif B		2		
	•		Mostly B	<b>.</b>		.,3		
			About half B and	hatf C		4	•	
			Mostly C			5		
			About half C and		_			•
			Mostly D or below					
			mostly b or octo	** ,	•••			•
Н	ave vsu had a t	eacher o	e instructor during this	period who	knows you w	ell enough to	write you a ie	tter of
Ha To	ave you had a t eference or give	leacher d a you a r	r instructor during this ecommendation for a jo Yes	period who	endance at an	ell enough to other school	write you a le	tter of
H	ave you had a t ference or give	leacher d s you a n	ecommendation for a jo Ye	ob or for att	endance at an $\dots$	ell enough to atker school	write you a le	tter of
H.	ave you had a t ference or give	leacher d b you a n	ecommendation for a jo Ye	b or for att	endance at an $\dots$	ell enough to atker school	write you a le ?	tter of
	ference or give	you a n	ecommendation for a jo Yes No	b or for att	endance at an	attier school	<b>?</b>	
re	onsidering all	of the se	ecommendation for a jo Yes No Chaols you have attend	bb or for att	endance at an .,.12 42. Since	otker school	? 'n school, abo	ut haw ma
Co	onsidering all	of the so	Yes No chaels you have attend Y of these schools or p	sb or for att	endance at an12 42. Since	etker school leaving his listhed you'd	<b>?</b>	ut haw ma
Co sid	onsidering all once high schoo rams give cred	of the so I, de AN its which	ecommendation for a jo Yes No chaels you have attend Y of these schools or p n can be used for a 4-ye	sb or for att	endance at an12 42. Since	e leaving his list had you'd te in.)	ት school, abo arned by <u>Octol</u>	ut how mi ber 1974?
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Co sid gr co	onsidering all fine high school rems give credollege Bachelor don't know	of the set, de AN its which 's degree .1 .1 .2 .	No No schools you have attend Yes schools you have attend Y of these schools or part can be used for a 4-yes?	ied	endance at an12 42. Since	leaving his list had you of the in.)  Number of Number o	sh school, about arned by October of quarter house of genester ho of other type o	ut haw ma ber 1974? rs urs
Co sid gr co	onsidering all of the high school rems give credollege Bachelor don't know	of the set, de AN its which 's degree .1 .1 .2 .	Yes No Chools you have attend Y of these schools or p to can be used for a 4-yes?	ied	endance at an12 42. Since	leaving his had you o te in.)Number o	sh school, about arned by October of quarter house of genester ho of other type o	ut how ma ber 1974? rs urs
Ccc singram Ccc I	onsidering all once high school rams give cred ollege Bachelor don't know	of the sulf, de AN lits which 's degree .1 G.2 G.3 G.	No No chaols you have attend Yes No chaols you have attend Y of these schools or part of the used for a 4-yes?  O TO Q. 44, next page O TO Q. 42	ied	42. Since credi (Wri	leaving his list had you to in.)  Number of Number (specify)	school, about a school are described by October 1 school are mester house of other type on type:	ut how mober 1974? rs urs f credits
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Ccc singram Ccc I	onsidering all once high school rams give cred ollege Bachelor don't know	of the sulf, de AN lits which 's degree .1 G.2 G.3 G.	No No chaols you have attend Yes No chaols you have attend Y of these schools or part of the used for a 4-yes?  O TO Q. 44, next page O TO Q. 42	ied	42. Since credi (Wri	leaving his list had you to in.)  Number   Number   Number   (specify	school, about a school, about a school, about a school of quarter house of other type of the stype;	ut haw mober 1974? rs urs f credits
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Ccc singress ccc I	onsidering all once high school or cams give cred olicye Bachelor don't know	of the self, de AN its which 's degree .1 .2 .3 .3 .63	No Secommendation for a joint of the second for a 4-year of these schools or person of the second for a 4-year of TO Q. 44, next page to TO Q. 42  The of any of the following accelerated my program ge work before finishing the second placement course of the second form of the second form of the following the second form of the second	g opportuni n	42. Since credi (Wri	leaving his list had you of the in.)  Number (Number (specify))  ate your coll  (Circuit of finish soon	of quarter house of other type of the type:  lege program?  cle as many as	ut how mober 1974? rs urs f credits apply.)
Co sid gr co	onsidering all nice high school ams give cred ollege Bachelor don't know  To	of the sult, de AN its which 's degree .1 .2 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3	No  Chaels you have attend Yes No  Chaels you have attend Y of these schools or p In can be used for a 4-yes O TO Q. 44, next page O TO Q. 42  The of any of the following Accelerated my program Inceeded the page Inceeded the program Inceede	g opportuni ng high schoose which wo	42. Since credi (Wri	leaving his list had you to in.)  Number (Number (specify)  ate your coll (Circuit of finish soon	es school, about a school, about a school, about a school of quarter hour of remester hour of other type o type:    lege program?	ut how maker 1974? rs urs f credits
Co sid gr co	onsidering all once high school rams give cred oilicge Bachelor don't know	of the sulf, de AN lits which 's degree .1 .2 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3	No No chaols you have attend Yes No chaols you have attend Y of these schools or p a can be used for a 4-yes?  TO TO Q. 44, next page to TO Q. 42  The of any of the following accelerated my program ge work before finishing ranced placement course dit for a course just, be work during summer as	g opportuni n	42. Since credi (Wri	leaving his leavin	es school, about a school of quarter house of esternion of other type on type:    lege program?	ut how ma ber 1974? rs urs f credits
Consideration of the state of t	onsidering all once high school rams give cred ollege Bachelor don't know  Tes	of the sulf, de AN lits which 's degree .1 .2 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3 .3	No have attend for a journel of these schools or pure can be used for a 4-yy program of the following work before finishing ranced placement coursed during summer accurses during the regularity of the regularity of the second placement courses during the regularity of the regularity of the second placement courses during the regularity of the regularit	g opportuni n	42. Since credi (Wri	leaving his leavin	school, about a school, about a school, about a school of quarter hour of remester hour of other type o type:    lege program?	ut how mader 1974? rs urs f credits apply.)

### SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1974

to Q. 56,	next page.)		,		1.	:heck here 🔲 and
DO 107 1	nciude costs	after Summer 1974.	,		4=-414	· 45
\	1		-/ <del></del> *		, each iten	e the amount for n. Write ''none'' had no expenses.)
Tuition	and fees				<b>s</b>	<u> </u>
Books a	nd supplies		. 4.		·	
		d from class from w		hile attending sch		
• • • • • • • • • • • • • • • • • • • •			l l	1	\$ <u> </u>	
All othe	r expenses:	medical, dental exp	enses, debt	payments, insura	ince.	
\ laxes	s, child care.	etc.,	••••••		§	
·	HOM W	UCH MONEY IS THI	S IN TOTAL	<b>.</b> ? ∤	\$ <u> </u>	
How ma	my menths v	vere you in school fre	ım <u>Fall 1973</u>	through Summer	1974?	(months)
Conside	ring (ust fh	e period from Fall	1973 throug	h Summer 1974,	did you receive a	ny kind of scholars
		to go to school?		• 11	,	
∕ <b>k</b> o\	1	GO TO Q. 49			<b>-</b>	
Yes .\.	2	GO TO'Q. 47	<b>→</b> · · · · ⁴⁷ · ·		•	arship, fellowship,
/				or grant you rec	RIVOQ.	
1	1		`	a) Basic Educati	ional Opportunity (	Frant
	<u> </u>			1 1		rtunity Grant
	ţ	•	ž	7,7 1	1	n college funds
	1;	•	•			<i></i>
•	<b> -</b>					
<b>,</b> , ,	•	•	•	f) Social Securit	Benefits (for stud	lents 18-22 who ceased parents)
	Ì		•	g) Veteran's Adr	ministration War O Benefits Program	rphans or
				h) Veterans Adm	hinistration Direct	Benefits (GI Bill)
₩,				i) State scholars	ship	,
	1		o .	j) Other scholar	ship or grant (write	e in:
		otal dellar value of t	he schelarsh	ip(s), fellowship(:	s) or grant(s)	1
you rect	pived for this	s periodr , 3		<u>-</u>	_	0
Conside	ring just the	period from Fall 197	3 through Su	<u>mmer 1974,</u> did ye	ou;receive a loan to	go to school?
		GO TO Q. 52, next				•
Yes		GO TO Q. 50-	<b>50.</b> ·	Check below whi	ch kind(s) of loan	ou obtained.
•				-, 50,,	andred Student Lea	
		•••		1 1		ın
	•			b) State Loan		
		•	-		1	nt Loop
						nt Loan
•		•	٠			
٤.			•	- 1		
		-		h) Other loan (w		

C

52.	from any relatives or	r friends to go to schoo	through S I?	ummer 1974, did yeu receive	financial assistan	ice (net a lean)
	No1	GO TÓ Q. 55				· ,·
	Yes2	GO TO Q. 53 →	<b>53</b> .	Check the sources below this financial assistance.	from which you	received `
_	. 1	1.	١.	,		10
	,	,		a) Parents	•	
		r		b) Husband or wife		
	,	* 1		c) Other family or friends		
		}		c) Other family or friends		
	/ *	•		,		
54.		etal dellar value of the	financial	assistance you received from	n family or friend	is
	for this period? \$			<b>.</b> ' <b>. .</b>		•
	•		Ř		1	•
55.	Considering just the	period from Fall 1973	through S	ummer 1974, did you pay any	of the costs to go	te school from
	meney you had save	d or earned?		• •	,	
	No1			•	*	1
	Yes2	GO TO Q. 56	56.	Check below all that apply.		•
•	*1			1 '	Ì	(✔)
		`\		a) Own savings or summer	e earnings	
		`		b) College work-study prog		
		,		c) Other earnings while tal		
		`\		C) Other carmings while war		
						•
<b>57.</b>	Hew much was the t	lotal dollar value of yo	ur saving:	s and earnings used during th	is period?	
. •				•	\$	
•	•			• •	1.1	~
•		,	! _			
		, 	OTH	ER TRAINING		•
			,011	EK IKAMINO	'	•
		1		•		
	•	, <b>;</b>				•
58.	Erom October 1973	ta October 1974, have t	veu partic	ipated in any program such	as on the job train	ning, registered
	apprenticeships, ma	inpower training progr	ams, per	senal enrichment, or corresp	ondence courses?	Do not include
	regular school and o				1 :	<i>)</i>
		4 ,		GO TO Q. 66, next page	,	•
		} · Yes	2	GO TO Q. 59	Į.	
1		1		· *	1 1	
59.	What type of training	g program(s) or cours	e(s) have	yoù participated in?	i i	
	1				eny as apply.)	,
		and Walana training in			/	•
1 1				truction during normal	1 i	
1	. Woi	rking hours)			2 /.	
1				our state or labor union)3		
				(MDTA)4		
ı	• • •	•	_			
	Neighl	borhood Youth Corns (	NYC)		<b>6</b> ,	•
	` Other	manpower program (s	pecify:	),	7.	
•	Corne	spondence course(s)			, <b>B</b>	• .
*	Non-ci	redit courses for person	nal enrich	ment	9	•
				)/10		
	,1					

	1	Yes	2	GO TO Q.	61
What type of work were you being trained for or k	earning about? If	you have partic	ipated in me	re than one p	bus.
gram, answer for the one in which you spent the n photography, sales, etc.)	nest time. (Exam	ples: plumbing,	typing, auto	mechanic w	erk,
(Write in):		•		•	_
·	1 1			<del>-</del> .	. •
the form does for did this manner hash	1 42	Have you compl	akad shia maa		
How long does (or did) this program last? (Circle one.)	63.	nave you compi	erea mis prej	gram: (Ci. Je en	ne.)
Less than one month1					
One to five months2	<b>l</b> i		thout comple		
Six to eleven months3	1	No. still e	rolled	3	
One year or more4	1 '		•		
	-1.7		1		
Have you used this training on any job?		•	t	; ,	,
Yes		•		•	
No	2	•	1	• i	
	-		/	1	
Which one of the following statements best describ	bes the assistance	ybu received (	are receiving	g) from the p	pre-
gram or training center in finding a job?	*	أ.م.	cle ene.)		
I did not want or did not need help from the center I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible en job for me	rom the center  my field  mployers or arrai	nged a	.3 .4 .5		
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible e	rom the center my field mployers or arrai	nged a	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible en job for me	my fieldmy fieldmy fieldmy fieldmy fieldmy cartificate, lice	nged a	.3 .4 .5 degree of an	y kind? _.	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible e job for me  From October 1973 to October 1974, did you earn an	rom the center I my field Imployers or arrainy certificate, lice	nged a	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible en job for me  No Yes, a certificate (specify in what: Yes, a license (specify in what:	rom the center I my field Imployers or arrainy certificate, lice	nged a  nse, diploma, or  Circle as many a	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible en job for me  No Yes, a certificate (specify in what: Yes, a two-year or three-year vocation	my field	nged a  nse, diploma, er  Circle as many a  1  2  3  0  A	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible e job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year academic degree	my field my field my field my certificate, lice	nged a  nse, diploma, er  Circle as many a	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes, a four-year or five-year college in Yes, a four-year or five-year college in	my field my field my field my certificate, lice	nged a	.3 .4 .5 degree of an	y kind?	•
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible e job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year academic degree	my field my field my field my certificate, lice	nged a  nse, diploma, er  Circle as many a	.3 .4 .5 degree of an	y kind?	•
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year academic degree Yes, a four-year or five-year college F Yes, other (specify:	my field	nged a  nse, diploma, er  Circle as many a  1  2  3  5  6  1  7	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible en job for me  From October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what:  Yes, a license (specify in what:  Yes, a two-year or three-year vocation Yes; a two-year academic degree  Yes, a four-year or five-year college E	my field	nged a  nse, diploma, er  Circle as many a  1  2  3  5  6  1  7	.3 .4 .5 degree of an	y kind?	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible e job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year or five-year college F Yes, other (specify:  USING YOUR TRAINING	my field my field my field my field my certificate, lices for a real my certificate, lices for a field mal degree or diple mal degree or diple sachelor's degree	nged a  nse, diploma, er  Circle as many a  1  2  3  0ma  4  5  6  17	.3 .4 .5 degree of an		you
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year or five-year college Er Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a jeb where you attended since leaving high school?	my field my field my field my field my field my certificate, lice field mal degree or diple mal degree or diple schelor's degree	nged a  nse, diploma, er  Circle as many a  1  2  3  0  1  1  1  1  1  1  1  1  1  1  1  1	.3 .4 .5 degree of an as apply.)		you
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year academic degree Yes, a four-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a job where you attended since leaving high school?  No, because have NOT attended any school or college.	my field	nged a  nse, diploma, er  Circle as many (  1  )3  DMA  HIGH SCHOOL  Type learned from the school	.3 .4 .5 degree of an as apply.)	of ar college	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  Frem October 1973 to October 1974, did you earn an  No Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a job where you attended since leaving high school?  No, although I HAVE attended any school or college s	my field my field my field my field my field my certificate, lice and certificate, lice and degree or diple mal degree or diple mal degree or diple my field	nged a  nse, diploma, er  Circle as many a  1  2  3  3  5  6  1  HIGH SCHOOL  t you learned from the school  school	.3 .4 .5 degree of an as apply.) orn any school	of ar college y	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year academic degree Yes, a four-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a job where you attended since leaving high school?  No, because have NOT attended any school or college.	my field my field my field my field my field my certificate, lice and certificate, lice and degree or diple mal degree or diple mal degree or diple my field	nged a  nse, diploma, er  Circle as many a  1  2  3  3  5  6  1  HIGH SCHOOL  t you learned from the school  school	.3 .4 .5 degree of an as apply.) orn any school	of ar college	
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  Frem October 1973 to October 1974, did you earn an  No  Yes, a certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year academic degree Yes, a four-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a job where you attended since leaving high school?  No, because have NOT attended any school or college s Yes.	my field	nged a  nse, diploma, er  Circle as many (  1  )	.3 .4 .5 degree of an as apply.) orn any school .1 .2 SKIP .3 GO T	of or college to TO SECTION	) N (
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  No  Yes, a Certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a jeb where year attended since leaving high school?  No, because have NOT attended any school or college s Yes.  Did you try to find work for which you could use	my field	nged a  nse, diploma, er  Circle as many (  1  )	.3 .4 .5 degree of an as apply.) orn any school .1 .2 SKIP .3 GO T	of or college to TO SECTION	) NO
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  No  Yes, a Certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year or five-year college E Yes, a four-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a jeb where year attended since leaving high school? No, because have NOT attended any school or college s Yes.  Did you try to find work for which you could use your training?	my field	nged a  nse, diploma, er  Circle as many a  1  2  3  5  6  1  HIGH SCHOOL  I you learned from the school  in school  in the	.3 .4 .5 degree of an as apply.) orn any school .1 .2 SKIP .3 GO T	of or college to TO SECTION	) NO
I wanted and needed help but did not receive any fr The center provided information on job openings in The center put me directly in touch with possible er job for me  No  Yes, a Certificate (specify in what: Yes, a license (specify in what: Yes, a two-year or three-year vocation Yes; a two-year or five-year college E Yes, other (specify:  USING YOUR TRAINING  Have you ever tried to find work on a jeb where year attended since leaving high school?  No, because have NOT attended any school or college s Yes.  Did you try to find work for which you could use	my field	nged a  nse, diploma, or  Circle as many a  1  2  3  5  6  7  HIGH SCHOOL  It you learned from the school  in school in the sext page	.3 .4 .5 degree of an as apply.) orn any school .1 .2 SKIP .3 GO T	of or college to TO SECTION	) NO

<u>ERĬC</u>

69.	. What were your experiences in this yeu could use your training?	locality (where you re	ceived your training	j) in trying to find work for which (Circle one.
	a. To be hired in this locality for thi	is kind of work, does	•	Yes1
	a person actually have to have	the training?		No 2
		· · · · · · · · · · · · · · · · · · ·		Don't know3
	· · · · · · · · · · · · · · · · · · ·	-i/i-b ovnovionoo		(Circle one.
	b. Does a person have to have p doing this kind of work in orde	orior job experience		Yes1
	locality?	to Ber im ed in men		No2
•	e v		· 💥	Don't know3
	,	f, -	. **	, Doll Ckilow
	c. Do you think there are more pe	cople in this locality	~	(Circle one.
	who can do this work than the	re are jobs for them,		n jobs1
رو	or are there more jobs than qu	ianned people:		people2
		,		
	<i>‡</i>		Don't know	4
	₹ ,			(Circle one.
	d. About how many companies in	this area are there		None0
	that hire people to do this kind	of work?	, ′	Only one1
			-	A few2
	•	` 		Many3
	f	•	c	Don't know 4
	,	•		Don't know
	<u></u>	•		(Circle one.
	e. Do most of the new people hired	by companies in this	Mostly local peo	ple1
	area live or go to school here,	or do they come into		side2
	the area to take the jobs?	•	Aboút equal nun	nbers3
<	•	•	Don't know	4
•	`	,		<del>-</del>
	_	•	7	-/
70.	Since leaving high school, have you than in the locality where you recei	u tried to find work for ved it, such as in anoth	r which you could u or part of the state o	se your training <u>somewhere other</u> ranother section of the country?
	,		Yes	
	•		No	.2
	^	•		
71.	Did you find work for which you co	uid use what you learne	d in school?	
	(Circle o	ne.)	•	
	No1	SKIP TO SECTION	C, next page	
	Yes. in the locality where I			
	received my training2		70 After more	ii tusinina hau lang did i
	Yes. somewhere else3	GO TO Q. 72 $\longrightarrow$		iving your training, how long did it o find this work?
	Yes, both of the above4		. ( <b>and</b> ) ; o .	(Circle one.
			Before I c	ompleted my training1
	•			ely, or within a few days2
	-		•	ir weeks3
	•			o months4
		÷ .		six months5
;				six months6
,			Mote than	• ;
73.	How well did your training prepare	you for this work?		•
			(Circle one.)	
	Sim.	Very well	1	
	•			
	•	Fairly well Not well at all	2	

179 :

### Section C: Work Experience

In this section, we would like to find out about the jobs you may have held from October 1973 through October 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job-training, military service and so on From October 1973 through October 1974, did you hold a job of any kind? .74. GO TO O. 91a. p. 15 Were you working during the first week of October 19 GO TO Q. 75 -GO TO Q. 91a. p. 15 Yes, full-time ......2 GO TO Q: 76 Yes, part-time ......3 se describe below the job-you held during the <u>first week of October 1974.</u> (If you held more than one job at that time, describe the one at which you worked the most hours.) For whom did you-work? (Name of company, business organization, or other employer) b. What king of business or industry was this? (For example, retail shoe store, restaurant, etc.) What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary. etc.) What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.) (Write in): e. Were you: An employee of a PRIVATE company, bank, business, school, or individual working for wages; salary, or commissions? ..... A GOVERNMENT employee (Federal, State, county, or local institution or school) ........2 Working WITHOUT PAY in family business or farm? .....4 (month) When did you start working at this job? g. Are you currently working at this job? Yes .....1 (month) No......2 Date left: How many hours did you usually work at this job In an average week, approximately how 77. much did you earn at this job? (Report your in an average week? gress earnings before deductions. If not paid Hours per week

by the week, please estimate.)

(Earnings before deductions)

per week

	•				ery isfied Sat	isfied	Dissatisfied	Very Dissatist
а.	. Pay and fring	e benefits			1	2	3	4
b.	. Importance a	nd challenge			1	2	3	4
c.	. Working cond	litions	• • • • • • • • • • • • • • • • • • • •		1	2		4
d.								
7	employer				1	2		4
e.	Onnomina f	on non-motion and	advancement	in this line				*
	of work	or promotion and			1	2	3	4
f.	. Opportunity to	o use past training	g and educatio	on	1	2	3	4
g	. Security and I	permanence			1	2	3	4
h	n. Su <b>perviso</b> r(s)	)			1	2		4
i.	. Opportunity for	for developing new	v skills		1	2		4
j.	. Job as a whol	le			1	2	3	4
k	t. The pride an friends by	nd respect I rece being in this line	eive.from my of work	family and	1	2	3	4
. N	Not including on-t	the-job training, di	id you receive	formal instruction	in to do this k	ind of w	ork?	
-	No1							
Y	Yes2	2 GO TO Q. 81	<i>1</i> <del>→→</del> 81.	Where did you	receive this fi			_
			_		_		cie as many	as apply.
			<i>3</i>	High school				`
			,		ool		2	
. 0				Junior or comn				
V	,	٥		Four-year colle				
				Military service	e		5	
				Other (describe	e:		)6	
				!- !- <b>L</b> O				
	A14 A							
. V	What were your e	experiences while	working on the	is loos	(Circle o	ne numi	er on each li	ne.)
. Y	What were your e	experiences while	working on the	is loot	· ·	ne numi My	er on each li	ne.)
. V				,	Ехр	My erience	NOT My Experience	ne.)
				,	Ехр	My erience	NOT My Experience	ne.)
а	a. I have been a	able to apply most	of what I lear	rned in school	Exp	My erience	NOT My Experience	ne.)
а	a. I have been a b. I would have working	able to apply most	of what I lear	rned in school raining before I st	Exp arted	My erience .1	NOT My Experience	ne.)
a b	a. I have been a b. I would have working c. I received tra	able to apply most liked more experi	of what I lear nence in my tr	rned in school raining before I st	Exp arted	My erience .1	NOT My Experience	ne.)
a b	a. I have been a b. I would have working c. I received trained	able to apply most	of what I lear	rned in school raining before I st	Exp arted	My erience .1	NOT My Experience	ne.)
a b	a. I have been a b. I would have working c. I received tra d. I was trained e. I could have	able to apply most liked more experi- aining different from the with tools or equivigotten my job with	of what I lear nence in my tr om the way it ipment not use hout the traini	rned in school raining before-I st is done on the Jol ed on my job	Exp	My erience .1	NOT My Experience	ne.)
a b	a. I have been a b. I would have working c. I received tra d. I was trained e. I could have f. I took course	able to apply most liked more experi- aining different from the second s	of what I lear nence in my tr om the way it ipment not use hout the traini with my train	rned in school aining before I st is done on the Jol ed on my job ing	arted  ot helpful	My erience .11111	NOT My Experience	ne.)
a b	a. I have been a b. I would have working c. I received tra d. I was trained e. I could have f. I took course	able to apply most liked more experi- aining different from the second s	of what I lear nence in my tr om the way it ipment not use hout the traini with my train	rned in school aining before I st is done on the Jol ed on my job ing	arted  ot helpful	My erience .11111	NOT My Experience	ne.)
. a b	a. I have been a b. I would have working c. I received tra d. I was trained e. I could have in perform g. Most of what h. I consider my	able to apply most liked more experi- aining different from the with tools or equiporten my job with ework associated wing my job	of what I lear nence in my tr om the way it ipment not use hout the traini with my train learned to do i	in school	arted  oot helpful	My erience .11111111	NOT My Experience?	ne.)
a b	a. I have been a b. I would have working c. I received tra d. I was trained e. I could have in perform g. Most of what h. I consider my	able to apply most liked more experi- aining different from the second s	of what I lear nence in my tr om the way it ipment not use hout the traini with my train learned to do i	in school	arted  oot helpful	My erience .11111111	NOT My Experience?	ne.)
	a. I have been a b. I would have working. c. I received tra d. I was trained e. I could have in perform g. Most of what h. I consider my i. I consider go  Were you hired foknew you had be	able to apply most bliked more experior aining different from the second point of the	of what I learnence in my troom the way it ipment not use hout the trainiwith my train learned to do it as others with getting the training whether with the training trainin	is done on the Joled on my job ing	arted  or helpful  ce  Did the so	My erience .111111111111111	NOT My Experience	eceived y
a a b c c c c c c c c c c c c c c c c c	a. I have been a b. I would have working c. I received tra d. I was trained e. I could have in perform g. Most of what h. I consider my i. I consider go  Were you hired fo knew you had be to do this kind of	able to apply most liked more experious aining different from the diff	of what I learnence in my troom the way it ipment not use hout the trainiwith my train learned to do it as others with getting the training whether with the training trainin	is done on the Joled on my job ing	arted  or helpful  ce  Did the so	My erience .111111111111111	NOT My Experience	eceived y
a a b c c c c c c c c c c c c c c c c c	a. I have been a b. I would have working. c. I received tra d. I was trained e. I could have in perform g. Most of what h. I consider my i. I consider go  Were you hired foknew you had be to do this kind of	able to apply most liked more experior aining different from the with tools or equipoten my job with ework associated with the work as work as well as well as work as well as well as well as work as well as work as well as we	of what I learnence in my trom the way it ipment not use hout the traini with my train ilearned to do ill as others wit getting the traini or collection or collection in the collection of collection in the coll	is done on the job ed on my job ing which was no in school th similar training aining a wise choi	arted  or helpful  ce  Did the sc training fo	My erience 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	NOT My Experience	eceived y
	a. I have been a b. I would have working. c. I received tra d. I was trained e. I could have in perform g. Most of what h. I consider my i. I consider go  Were you hired foknew you had be to do this kind of	able to apply most liked more experious aining different from the diff	of what I learnence in my trom the way it ipment not use hout the traini with my train ilearned to do ill as others wit getting the traini or collection or collection in the collection of collection in the coll	is done on the Joled on my job ing	arted  or helpful  ce  Did the sc training fo	My erience 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	NOT My Experience	eceived y

<b>8</b> 5.	Do you expect to be w	vorking in <u>October 1975?</u>						
•	No	GO TO Q. 88						
	Ŷes3	GO TO Q 86 →	86.	Do you plan to	work fa	r the SAME	EMPLOYER?	
		•			No		2	
-	,				Don't l	know	3	
	• '	• •	<b>87</b> :	Do you plan to			KIND OF WORK?	
	a	*		00,00,000				
	-	. •		•				
	4	•	i		•••	know		
**	Ware you working a	t any OTHER job in the	first w	ek of October 1	974 at th	• SAME TI	ME as you held the i	ob vou
•••	described above?	eny office job in the	<u></u>					,
		i*		No			92. next page	
	1	*		~ Yes	2	GO TO Q.	89	,
<b>87</b> .	How many hours did	you usually work at this	other jo	ob in an average	week?	н	ours per week	
70.	In an average week,	approximately how mu	ch did y	ou earn at this i	ob? (Re	port your gr	oss earnings before	deduc.
		he week, please estimate					·	
•				<u> </u>		per wee		
	,			(Ear	rnings be	efore deducti	ions)	
91a.	If you did NOT hold	job during the <u>first we</u>	ık of Oc	tober 1974, what	were the	e reasons?(i	f you DID hold a job	at that
	time, check here	J and go to Q. 72.).	•		(Cir	cie one numi	bar on each line.)	
•					, 0,,,	Mv	NOT MY	
	;					Reasons	Reasons	
	a. Did not want to	work				1	2	
	b. On temporary la	ayoff from work or wait	ing to r	eport to work		1	2	
٠ <u>.</u>		omemaker						
		,						
	e. Not enough job	openings available				1	2	
	f. Union restrictio	ns				1	2	
		uired moving						
		experience I did not hav	⁄е			1	2	,
		offered little opportunity						
		s or physical handicap						
		ge child care						
		sponsibilities (including						
		or in Armed Forces						
	n. Not educational	ly qualified for types of	work a	vailable		1	2	
		but none where I could						
	11	•						
91b.	Were you looking for	r work during the <u>first v</u>	reek of	October, 1974:	,	Circle one.)		
		nd did NOT work at any		ring the period	October			
	. No, an	to October 1974 d did NOT work at any	job du	ring the period (	October	} (	GO TO Q. 100h.p. 17	
2		to October 1974			•	2 J		
	Cocto	nd DID work at a job du ober 1974			· · · · · · · ·			
		d DID work at a job du uber:1974				. 1	GO TOQ. 92. next paj 1	g <i>e</i>



1	No 1	GO TO Q. 97, next po	ıve		
•	Yes2		.,		
		00 10 0. 2			
Please describe belo	w this other job (the most recen	t one,during that period	). ).		
a. For whom did you	work? (Name of company, bus	iness organization. or ot	her employer	.)	•
(Write in):					
b. What kind of busin	ness or industry was this? (For	example, retail shoe sto	re. restaurant	, etc.)	
(Write in):	<u> </u>				
waitress, secretar		s business or industry?	(For example	e. salespei son.	•
(Write in):	nost frequent activities or duties	this ish? : Zan syar	mnio solling s	chose waiting	on to
d. What were your n typing and filing, (Write in):		s on this job? (For exar	npie. seiling s	snoes, waiting	
	rt working at this job?	(month)		(year)	
f. When did you leav		(month)		<del>_</del>	
		•			•
				`~	-
How many hours did	d you usually work at this job	95. In an	average wee	k, approxim	ately
in an average week?		much d	lid you earn a	t this job? (R e deductions.	eport
Hour	rs _/ per week	by the	week, please (	e deductions.	11 110
			MEER, DIEGOS '	**********	
	•	S	. •		
		s		per week	
		s		per week	t
		\$ (E)		per week	t
How important were	the following as reasons for you	\$ (E)	arnings before	per week deductions) :	·
How important were	the following as reasons for you	\$ (E)	arnings before	per week deductions) : under one	•
	•	\$ (E: ur leaving this job?	(Circle on	per week deductions) : comber on commentate	each
a Poor pay or frin	age benefits	\$ (E: ur leaving this job?	(Circle on V&y	per week deductions) : commber on commentate important 2	each
a Poor pay or frin	age benefits	\$ (E: ur leaving this job?	(Circle on V&y	per week deductions) : commber on commentate important 2	each
a. Poor pay or frin	ge benefits	\$ (E:	(Circle on V&y Important	per week deductions) :  somewhat Important2	lm 
a. Poor pay or frin b. Lack of importa c. Poor working co	ige benefits	\$ (E:	(Circle on V&y Important	per week deductions) : commber on communication important	lm 
a. Poor pay or frin b. Lack of importa c. Poor working co	ge benefits  Ince and challenge  Onditions  nity for promotion and advancement	S (E:	(Circle on V&y	per week deductions) :	lm 
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur	ge benefits  Ince and challenge  Incomplete on and advancement of the promotion and ad	ent with this employer	(Circle on V&y Important	per week deductions) :  se number on e Somewhat Important 2222	lm 
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opportur	nge benefits	ent with this employer ment with this line of wo	(Circle on V&y Important	per week deductions) :  somewhat Important	<u>lm</u>
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opport g. Lack of security	ige benefits	ent with this line of wo	(Circle on V&y Important	per week deductions) :  somewhat Important	<u>Im</u>
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opportur g. Lack of security h. Dissatisfied with	age benefits  ance and challenge  onditions  nity for promotion and advancer  ortunity to use past training and  y or permanence  h my supervisor(s)	ent with this employer ment with this line of wo	(Circle on V&y Important	per week e deductions) :  c number on e Somewhat Important	<u>lm</u>
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opportur b. Lack of security c. Dissatisfied with Lack of opportur c. Lack of opportur c. Lack of opportur	age benefits  ance and challenge  onditions  nity for promotion and advancements  ortunity to use past training and  y or permanence  h my supervisor(s)	ent with this line of wo	(Circle on V&y Important	per week deductions)  Somewhat Important 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	<u>Im</u>
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little oppor g. Lack of security h. Dissatisfied with i. Lack of opportur i. Unhappy with the	age benefits	ent with this employer ment with this line of wo	(Circle on V&y Important	per week deductions) :  to number on e  Somewhat Important  2  2  2  2  2  2  2  2  2  2  2  2  2	lm
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opport g. Lack of security h. Dissatisfied with i. Lack of opportur j. Unhappy with th k. Moved to anoth	age benefits	ent with this employer ment with this line of wo education	(Circle on V&y Important	per week e deductions)  :  Somewhat Important  2  2  2  2  2  2  2  2  2  2  2  2  2	Im ₁
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opport g. Lack of security h. Dissatisfied with i. Lack of opportu j. Unhappy with th k. Moved to anothe l. Lack laid off or	uge benefits	ent with this line of wo	(Circle on V&y Important	per week   deductions	<u>Im</u>
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little opport g. Lack of security h. Dissatisfied with i. Lack of opportu j. Unhappy with th k. Moved to anothe l. Lack laid off or	uge benefits	ent with this line of wo	(Circle on V&y Important	per week   deductions	Imp
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little oppor g. Lack of security h. Dissatisfied with i. Lack of opportur j. Unhappy with th k. Moved to anothe l. I was laid off or m. Went back to so n. Got married or	age benefits	ent with this line of wo	(Circle on V&y Important	Somewhat   Important	Imp
a. Poor pay or frin b. Lack of importa c. Poor working co d. Lack of opportur e. Lack of opportur f. No or little oppor g. Lack of security h. Dissatisfied with i. Lack of opportur j. Unhappy with th k. Moved to anothe l. I was laid off or m. Went back to so n. Got married or	age benefits  ance and challenge onditions  inty for promotion and advancements ortunity to use past training and y or permanence in my supervisor(s) inity for developing new skills he job as a whole er location fired. chool or college had a baby better job	ent with this line of wo	(Circle on V&y Important	Somewhat   Important	Imp

<b>7</b> /. -	altogether? (Count all weeks in which you d	id any work at all or we	re on P	id vacation.)			
		·		_Number of	weeks		
<b>98</b> .	During the same 52-week period from Octol for altogether? (Count each employer only o	ber 1973 to October 1974 once, even if you had dif	how n	obs for the sa	me employer	id you work .)	
		<u> </u>		_Number of	employers		
-	During the same 52-weak period from Octob	har 1872 to October 1974.	about i	ww many we	eks did vou SI	end looking	
77.	for work or on layoff from a job or waiting t	to report to a job?		.,,	···y ,	•	
		•		_Number of	weeks		
	<u> </u>			•			
		OOKING FOR WORK					
100.0	Were you employed during the month of Sep	otember 1974?		1			
	word you omproved according to memorial experience of	Yes	1				
		No	2				
		1 Cantanahan 19743				1	
100b.	Were you looking for work during the month	h ot September 17/4?		1			
	No 1 GO TO Q. 102	101. How long had	i waa be	en looking for	word as of the	he end	
	Yes2 GO TO Q. 101 →	of September		all looking to	WO1 17 @3 O1 11		
-			-	•	(Circle one.)		
•							
						•	
		10 weeks or n	nore		4		
102.	· Would you be willing to move to another cit	y or community for a je	ь?	,	,		
		Yes					
		No	2		•		
	At any time from October 1973 through	October 1974, were yo	u lookir	wa for work o	or for a diffe	erent lob or	
103.	employer?	October 177 to 10	,		•	•	
	• •	No	<b>1</b>	SKIP TO SECTION D. next page			
		Yes	2	GO TO Q. Į	04_		
	14th A mark de more market de veus?			7			
104.	What methods were useful to you?			(Circle one	number on e	ach line.)	
	•				<b>Used But</b>		
			•	Used and Obtained Job	Did NOT Obtain Job	Did NOT Use	
	a. School or college placement service .			1	2		
	<ul><li>a. School or college placement service</li><li>b. Professional periodicals or organizatio</li></ul>	ns		1	2	3 —	
	c. Civil Service applications			1	2	3	
	d. Public employment service			1	2,,.	<b>.</b> .	
	e Private employment agency			1	<b>. 2</b>	3	
	f. Community action or welfare groups.			<b>. 1</b>	<b>2</b>	3	
1	م Newspaper TV or radio ads					3	
	h. Direct application to employers i. Registration with a union			1	<b>2</b>	3	
	i. Registration with a union			<u>زي</u>	<u>2                    </u>	<u></u> 3	
-	Friends or relatives		🐔		<i></i> <u>.</u>	3	
	k. Attendance at job fairs			<b></b>	<b>. Z</b> <i></i> .		
	l. Other (specify:		~	)1		3	

# Section D: Family Status

105.	What was your marital status, as of the <u>first week of October 1974?</u>
	(Circle one.)
	Never married, but plan to be married within the next 12 months
	Never married, and don't plan to be married within the next  12 months  GO TO Q 110. next page
	Divorced. widowed, separated
•	Married
106.	When were you first married? (month) (year)
_	` '/ .
•	
187	A - J A - A - A - A - A - A - A - A - A
107.	As of October 1974, what was your husband or wife doing?
	(Circle as many as apply.)  Working for pay at a full-time or part-time job
	Taking academic courses at a two- or four-year college2
	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
	On active duty in the Armed Forces (or service academy)
	Homemaker5
	Temporary lay-off from work, looking for work, or waiting to report to work
	'Other (describe: )7
`	
106.	Please describe below the job your husband or wife held during October 1974. (If your spouse was not
	wurking, check here and go to Q. 109.)
	,
•	a. For whom did he/she work? (Name of company, business, organization, or other employer)  (Write in):
	b. What kind of busines or industry was this? (For example, retail store, manufacturer, state or city government, farming, etc.)
	(Write in):
	c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson,
	supervisor, police officer, civil engineer, farmer, teacher)
	supervisor, police officer, civil engineer, farmer, teacher) (Write in):
٠.	supervisor, police officer, civil engineer, farmer, teacher)

19.	As of October 1974, what is the highest	•				(Circle one.)	
	Some high school, or less	<u> </u>		\		1*	
	Finished high school					2	
:		Less than two year	ırs			3	1
		Two years or mor	••	,		4	
	business school						
	•	Some college (inc					
	College program	Finished college	(four- or fi	ve-year d	egree)	6	
	Conege program	Master's degree					
		Ph.D., M.D., or e	quivalent .			8	
110.	Which of the following items do you them or have been given them, or (building, etc?	nave the use of (a) because they belo	âs your ov ong to you	n becaus r parents	, roomma	ites, dormitor	y, apartment
l		•			,	e number on	
		•			Have As	Have But Den't Own	Den't Have Use Of
	•		*		My Own	Peu. i Omi	
	a. Daily newspaper	,6			1		ა
	b. Dictionary				1	2	3
	- Engualanadia or other reference	hooirs	•		1	2	3
	d "Magazinea"			<b></b>	1	2	3
	e. Record player	خسر،			1	2	3
		}		<b></b>	1	2	3
		***************************************			1	2	3
	g. Color television				1	9	3 ′
	h. Typewriteri. Electric dishwasher						
	i. Electric dishwasher			•:•••••			
	j. Two or more cars or trucks that	run		<i>;</i> · · · · · · · ·	1		3
	k. A specific place for study			·····	· 1 ·		3
	•						
_`			110	A6 A	ha firma u	reek of Octob	ar 1974 were
111.	Not including yourself, how many dependent upon YOU for more than	n one half of	112.	you de	pendent (	upon your par relatives for r	rents or any
	their financial support as of the	IPST WEEK OT		half of	vour finan	cial support?	
	October 1974.			Vac	, , , , , , , , , , , , , , , , , ,	cial support?	
	(Circle one.)	ı		No.	· · · · · · · · · · · · · · · · · · ·	<b>2</b>	
	01234. or m	iore		140			•
/ ,	•						
				<b>AT 167</b>			implicate verse
113.	What is the best estimate of your is speuse's income in the total, but do n amount, or if you will receive no inco	at include loans and	giffs. Plei	ise make	an entry	ou sych nuc' i	either a dollar
-	amount, or it you will receive the mes		•			ount Will Rece	ive
•			•		Alla	TIKIT WILL ICOC	
	Source		. forms a b	wainaa			i
					\$		
1	Your spouse's (husband or wife) wag come from a business or farm	,		• • • • • • • • •	\$		_ ` ` ` `,
•	All other income you and your spouse dividends, rental property income compensation, cash, gifts, scholar	public assistance.	unemployr	nent	[!] s	` ;	· · · · ·
•	TOTAL INCOME YOU AND YOUR S	SPOUSE WILL REC	EIVE		<b>S</b>	.7	
114.	TOTAL INCOME TOO MID TOOK S	" OCSE WILL HE	,,		•		_



		(Circle	one.)			
Very satisfied	•	l l				
Somewhat satisfied						
Neutral or no opinion						
Somewhat dissatisfied						
Very dissatisfied						
very dissatisfied	• • • • • • • • • • • • • • • • • • • •					
. \.	*					
6. Not including home mortgages, did you owe				·	,	
money as of the <u>first week of October 1974</u> for:		(Circle)	hae aumi	ber on ea	ch line )	
	_	Less	\$100	\$500	\$1000	Mere
	•	than	te	to		than
	None	<u>\$100</u> /	5499	5999	51999	\$2000
a. Education or training	0	1	2	3	4	5
b. Other debts (car. rent. appliances, medical bills.				3 - 1		•
/ and so on)	النبهوز)	1	2	<b>3</b>	4	5
(*)			7.			
As of the first week of October 1974, how much	•		*			
money have you saved and plan to use for:				•		,
:		(Circle	one numi	er on ea	ch line.;	
		Less	\$100	\$500	\$1000	Mere
· .		. than	to	to	to	- than
	None				2 C1000 '	
The second second second	None	\$100	5499	5999	· <u>51999</u> ·	52000
a. Education or training	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
a. Education or trainingb. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
<del></del>	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	<u>\$100</u>	<u>\$499</u> 2	<u>5999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	\$100 1	\$499 2	<u>\$999</u> 3	4	<u>52000</u> 5
b. General savings or other plans	0	\$100 1	\$499 2	<u>5999</u> 3	4	\$2000 5 5
b. General savings or other plans  8. As of the first week of October 1974, how many children did you have?  (Gircle one.)  012345 or more  9. How many brothers do you have?  (a. Older brothers0.	0 (Ci	\$100 1	\$499 2 2 number e 3		4 , ne.)	52000 5
b. General savings or other plans  As of the <u>first week of October 1974</u> , how many children did you have?  (Gircle ene.)  012345 or more  How many brothers do you have?  a. Older brothers0. b. Younger brothers0.	0 (Ci	\$100 1	\$499 2 2 number e 3		4	52000 5
b. General savings or other plans  As of the first week of October 1974, how many children did you have?  (Circle one.)  012345 or more  How many brothers do you have?  (a. Older brothers0.	0 (Ci	\$100 1	\$499 2 2 number e 3		4 , ne.)	52000 5
b. General savings or other plans  As of the first week of October 1974, how many children did you have?  (Circle one.)  012345 or more  How many brothers do you have?  a. Older brothers0. b. Younger brothers0.	0 (Ci	\$100 1	\$499 2 2 number e 3		4 , ne.)	52000 5
b. General savings or other plans  As of the first week of October 1974, how many children did you have?  (Circle one.)  012345 or more  How many brothers do you have?  a. Older brothers0. b. Younger brothers0.	(Ci	s100 11		s999 3 3 3 4 4	ne.)	52000 5
b. General savings or other plans  As of the first week of October 1974, how many children did you have?  (Gircle ene.)  012345 or more  How many brothers do you have?  a. Older brothers0. b. Younger brothers0.	(Ci	1	\$499 2 3 3	see 1 iii	44	szoos 5
b. General savings or other plans  8. As of the first week of October 1974, how many children did you have?  (Circle ene.)  012345 or more  9. How many brothers do you have?  a. Older brothers0.  b. Younger brothers0.  7. How many sisters do you have?  a. Older sisters0.	(Ci	1	\$499 2 33 sumber o	see see lii4	4	szooo 5 5 more
b. General savings or other plans  8. As of the first week of October 1974, how many children did you have?  (Circle one.)  012345 or more  9. How many brothers do you have?  a. Older brothers0.  b. Younger brothers0.	(Ci	1	\$499 2 33 sumber o	see see lii4	44	szooo 5 5 more
b. General savings or other plans  8. As of the first week of October 1974, how many children did you have?  (Circle one.)  012345 or more  19. How many brothers do you have?  a. Older brothers0. b. Younger brothers0.	(Ci	1	\$499 2 33 sumber o	see see lii4	4	szooo 5 5 more

# Section E: Military Service

121.	Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit:  (Circle one.)							
	。No		SKIP TO SECTIO	ON F. nest pake				
	Yes, National Guard or Reserves but not active of Yes, active duty	iuty2j	GO TO Q. 122	*				
	•							
122.	In which branch of the Armed Forces did you serve? . (Writ	e in):	<u>·</u>					
'	33							
<b>123.</b>	When did yeu bugin active duty? (mon	th)	(year)	•				
124.	Have you received (or are you receiving) four or more weeks	•		•				
-	of specialized schooling while in the Armed Forces?	No1		,				
•	- v	Yes2	GO 10 Q. 125					
125.	What is the name of the specialized schooling program in w your military specialty code, or MOS. (Please print and do not	t abbreviate.)	ongest period of time	Specify /				
•	Name of program:	MOS:	<del></del> ,					
				•				
126.	What is the highest pay grade and specialty rating you have h	eld? °	•					
	Pay grade:Specialty rating:		_					
			٥	•				
127.	Have you taken any courses while in the Armed Forces that:	_						
		(Circle one i	number, on each line.	)				
	A = A + A + A + A + A + A + A + A + A +	- Yes						
	Prepared you for the high school equivalency test?							
	Prepared you for equivalency tests that can be taken for	college credit?l		,				
	Were college-sponsored courses which gave college credit	is?						
128.	Are you currently on active duty?		!					
	No (Date left:month	year)1	SKIP TO SECTIO	N F. next page				
;	Yes	2	GO TO Q. 129	• ,				
127.	How long do you expect to be on active duty in the Armed For	ces?	,					
		(Circle d	one.) ^r					
	For a two-year tour of duty only							
	For a three- or four-year tour of duty							
	For more than one enlistment, but less than a fu							
	For a full career (20 years minimum)			•				
	* /	•						
130.	What do you plan to do when you get out of the Armed Forces	? (Circle and	number on each line.	١				
		(Circle one	nomber on each me. ≅NOT my	I				
		Plan						
^	Full-time or part-time work		2	•				
	College, either full-time or part-time		2					
,	Technical, vocational, or business or career training school, e	ither full-	i 9					
	time or part-time	1	9	<b>,</b>				
4	Registered apprenticeship or on-the-job training program		2	t				
Ì	Undecided	1 ′	2	-				
	Other (specify:	1 . 1.	2					
,	Other (specify:	,						



## Section F: Activities and Opinions

131. To what extent have you voluntarily participated in the following groups during the year October 1973 through October 1974? (By voluntarily, we mean you are not an employee of the group; by active participant; we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

		(Circle on	e number jon e	each line.)
		Active , Participant	Member Only	Ne? At All
a.	Youth organizations—such as Little League coach, scouting, etc	<u></u>	<u>.2</u>	
ъ.	Union, farm, trade or professional association	<b>. 1</b> . , <b>.</b>	2	3
c.	Political clubs or organizations			
d,	Church or church-related activities (not counting worship services).		2	3
<b>e</b> .	Community centers, neighborhood improvement, or social-action associations or groups.	1	2	3
<b>.</b>	Organized volunteer work—such as in a hospital			
g.	A social, hobby, garden, or card playing group	1	2	3
à.	Sport teams or sport clubs			<b>i</b>
i.	A literary, art, discussion, music, or study group		2	3
j,	Educational organizations—such as PTA or an academic group			
۶۰.	Ser rice organizations—such as Rotary. Junior Chamber of Commerce. Veterans. etc.		•	1
1.:	student government, newspaper, journal, or annual staff		2	3
m.	Another voluntary group in which I participate/	<b>. 1 .</b>	<b>`.2</b>	3
			,	

### 132. / How de you feel about each of the following statements

(Circle one number on each line.

		Agree	A5700	Disagree "	Disagree Strongly	No Opinior
a	. I take a positive attitude toward myself		2	3	4	5 ,
b	Good luck is more important that hard work for success	1	2	3	4	.,5
, C.	I feel I am a person of worth, on an equal plane with others	1	2	3 [\]	4	5
d	. I am able to do things as well as most other people	1	2	<b>3</b>	4	5
e	Every time I try to get ahead, something or somebody stops me	1	<u>2</u>	3	4	5
f.	Planning only makes a person unhappy since plans hardly ever work out anywa	y1	2	<b>3</b>	4	5
g	. People who accept their condition in life are happier than those who try to change thing	ζs1	2	3	4	5
h						

133.	Wh	at ways do you assure yourself of a good buy for your money?	400 -4		
/ .			Regularly	e number on : Sometimes	each (ine.) Never
		I compare prices and label information of similar products or services			3
	a.	I return merchandise that is unsatisfactory to the store where I	1	• /	
	b.	bodght it		2./	3
	_	I rely on brands or companies I know well even if they cost more	1	2 ∜	3
	c.			· · · · · · · · · · · · · · · · · · ·	<u>s</u>
	d.	I follow leads in articles from Consumer Reports. Changing Timesor other such magazines	1		/ 3
					,,,,,,
	e.	I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive	•	* *	· •
		service or repair.	1	2	3
	f.	I write to the manufacturer about the quality of the product if I'm	,		
	••	unsatisfied		<b>. 2</b>	3
					•
134.	Go	nerally speaking, how werthwhile are the following activities?		•	
	1			e number on	. ,
	•		Very	Semewhat Werthwhile	Not Worthwhile
			<del>Warthwhile</del>	2	
	a.		,		
	b.	Writing or talking to your representatives in the government	1	2	٠٠٠٠ -
	c.	Voting when you are pretty sure your party won't win	1	<b>2</b>	3
	d.	Attending city council or county commission meetings		<b>. 2 .</b>	3
	e.	Signing petitions to change the way things are in your locality, state.			•
		Signing petitions to change the way things are in your locality, state. or the whole nation	1	<b>2</b>	3
	f.	working to register new voters			
	۵.	Becoming an active member of a political party	1	2	` 3
		Extremely	number on	Fairly	Net Very
		Exactly Well	' Well	Well	Well
	a.	Having enough money—to buy sufficient	•		/ .
		food, to dress as needed, and to have	•	• ,	
		adequate shelter			,
,	b.	Having healthful living patterns—eating a		4.	
٠,		1 . 1	•		
4	_	balanced diet, getting plenty of exercise	3	4	5
	¢,	and regular sleep	3	4	` 5
		and regular sleep		4	5
		and regular sleep		4 4	5
	d	and regular sleep		4 4	5
Þ	d.	and regular sleep		4 4	5
	d.	and regular sleep	3		
		and regular sleep	3		
		and regular sleep	3 ,3	<b>4</b>	5
		and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  1 2	3 ,3	<b>4</b>	5
		and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Exeling represently responsibilities  1 2.	3	<b>4</b>	5
	e.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud	3	4	5
•	e.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud	3	4	5
	e. f.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  1 2	3	4	5
	e. f.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  1. 2	3	4 4	555
	e. f. g.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  Having sustained personal relationships—loving and being loved	3	4 4	555
	e. f. g.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  Having sustained personal relationships—loving and being loved  Living a life of heavesty and mainlinear	3	4	5555
	e. f. g.	and regular sleep Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  Having sustained personal relationships—loving and being loved  Living a life of honesty and moral integrity—doing what I think is right to do  1 2	3	4	5555
	e. f. g.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  Having sustained personal relationships—loving and being loved  Living a life of honesty and moral integrity—doing what I think is right to do  Having the opportunity to read, think and	3	4	55555
	e. f. g.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  Having sustained personal relationships—loving and being loved  Living a life of honesty and moral integrity—doing what I think is right to do  Having the opportunity to read, think and	3	4	55555
	e. f. g.	and regular sleep  Living where the air is clean, the water is fresh, and where people really try to protect their natural resources  Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities  Feeling free—not tied down by many personal or work responsibilities  Feeling personally safe from violence, injustice, or fraud  Having a chance to do the kind of work I really want to do in life  Having sustained personal relationships—loving and being loved  Living a life of honesty and moral integrity—doing what I think is right to do  Having the opportunity to read, think and	3	4 4 4	55555

ERIC

130.	I ING	selleming does	ious sek so	nut your pell	rical pariti	cipanen	•	/Circle and	number on	anch line \
		,	. '			· ·	•	requently	Sometimes	Never
	a.	When you talk	with valir fr	iends <i>il</i> lo vo	u ever talb	about public		1 :		144
		problems—	hat is, what	's happening	in the cou	ntry or in your	r Â	1 ~ .		
	!		? «				j	1	2	3
•	b.	Do you ever ta —people?	lk about pub	lic problem:	s with any	of the following	g		•	
		Your fan	nily,.			• • • • • • • • • • • • • • • • • • • •			2	3
		People w	here you wo	rk		leaders	·	1	2	3
	, a	Do you ever ta						1 .		
	(C.,		peóple in pòl			ain an Danublia	'	•	2	3
•	ď.	Have you eve	4	people to t	ry to get	-		. \		
	Ĭ.	against any	candidate?						2	.∴3
	e.	Have you ever	given any	money or to n election?	oought tick	ets to help so	meone	1\/	<b>.2</b>	3
. 1	ÍĮ.	Have you ever	done to any	nolitical m	eetings ra	llies hatherne	e fich	.		
• ,	. [	fries. or thi	ngs like that	in connection	n with an o	election? '				
	g.	Have you ever							2	3
, 1	h.•	Have you ever	held an off	ice in a poli	tical party	or been electe	ed to a		•	- , }
		government	Job:		`````````			1	2	3
137.	Are	you registered	to vote?	•	· <b>(</b> )	138.	Prior to	October 19	74, did you e	ver"vote in
.`		Yes	1	- <			local, s		onal election	?
, y	•	No	2	• 8	ý	•		Yes	1	
		• •	• \	7	• ( )			No	2	
		<b>17</b> · ·	7	``	<b>·</b>				1	
		n ,		*		;		ì		
•			<b>)</b>					7 .		•
•		, ,		OPINIC	DNS ABOU	T YOUR FUT	URE	]		,
		- •	1	·	•	, ,		<b>.</b>		•
_	-	. `		•						
			\	••		7			, P	•
139.	Whi	nt để you expect	to be deing	in <u>October 1</u>	975?	/ '	· /		' <b>*</b>	
•	, '	•		•	,	7(	<u> </u> Circle as	imany as a	ppły.)	
-		Worki	ng for pay a	t a full-time	or_part-tin	ne job		1	·	,
٠.	~	Takin	academic	courses at a	two or for	ır-ye'ar college		<b>2</b> /	11	<u> </u>
		,Takin	vocational	or technica	l courses a	at any kind of	school	. 1	( <b>*</b> }	
•		or	college (for	example.	vocational.	trade. busine	ess. or		1	í
			er career tr					· 3		••
4		• /		ine Armed F	orces (or s	service academ	ny)	4	1	/
w.			maker	<b>A</b>				.,.5	l'	/
		Otner	describe:	<del></del>		<del>,</del>	<u> </u>	.u.o	•	, /
140.	Act	things stand now	how far in	artical de ve	u think un	u actually will :	nėt?	<i>[</i> ·	4 - 1	<u>,</u>
			1	,	•	1	. /	•	Circle one.)	1/:
• •	Hig	h school only	. l			í	. <i>i</i>	• "	1 1	l/
		ational. trape.		عمرا أ	s than two	vears			?	1
		ısiness school	1	• • • • • •	years or	-	,	,		,
•	U	annus scievi	1/	-	•	(including two ₂	vear de	ree i	4	•
. •		<i>†</i> - '	T. V			ge (four- or fiv				
	Coll	ege program 🚲				ee or equivalen			6	
• '		٠.	/			r equivalent			٠. ٦ /	- A-
			·	, , , , , , , , , , , , , , , , , , , ,	······································	· popuraient	• • • • • • • • • • • • • • • • • • • •		··········· /	•
		1	· / . •	1			1	r		

your lite?	of the following fa	754. W	i	(Circle es	number en e	ech line.)
		•	i	Very	Samewhat.	Not
	:1	•	. •	Important	Important	Important
a. Previous work expe	rience in the gree	· ·	• 		2	3
a. Previous work expe	the second line of	work .				
<ul><li>b. Relative or friend in</li><li>c. Job openings availa</li></ul>	his in the compet	don		1 -	<b>'</b> 2	3
c. Job openings availa	ible in the occupat			1	9	3 ,
d. Work matches a hole. Good income to star	boy interest of mi	ne			······	• 9
e. Good income to star	rt or within a few	years	,			3
f. Job security and pe	rmanence					3
g. Work that seems in						·····3 }
h. /Freedom to make n	ny own decisions			1	2	3!
i. Opportunity for pro	motion and advan	cement in the log	ng run!	1		, 3
j. Meeting and working	ng with sociable, f	riendly people		1	<b>.2</b> /	3
l i	-	· f			, ,	~
	1	/			. / .	
What kind of Work will	year be deline ub	veu are 10 ve	ers old? (Circle	the one that	comes closes	to what v
expect to be doing.)	Ann me mains mu	} }	(	,	7, ;	•
9		•		1	/	(Circle one
a. CLERICAL such as	s hank teller hool	ikeepersecretar	v. tvoist, mail c	arrier, ticket	agent	i
b. CRAFTSMAN such	as heker suton	obile mechanic	machinist Tair	ter, plumber	. telephone in	1-
staller coments	· ·	_		i		2
c. FARMER, FARM	MANAGER			./		-\ <b>3</b> ~
d. HOMEMAKER OR	HOUSEWIFE O	NLY		/	/	4.
e. LABORER such as						
f. MANAGER, ADM	INISTRATOR en	h as sales mans	ger office man	ager school	administrato	r ` '
buyer restaura	nt manager, gove	rnment official				6
g. MILITARY such a	s career officer, e	nlisted man or w	oman in the Arn	ned Forces .		7 、
h. OPERATIVE such	as meat cutter.	assembler, mach	ine operator. w	lder, taxicab	, bus, or truc	k
driver, gas stati	ion attendant	,				8
i. PROFESSIONAL	such as accountan	t. artist. register	ed nurse, engine	er, librarian.	writer.	_
social worker, a	ctor, actress, ath	lete, politician, b	ut not including	public school	teacner	9
j. PROFESSIONAL	such as clergymai	n, dentist, physic	an, lawyer, scie	ntist, college	teacher	10
k. PROPRIETOR OR	OWNER such as	owner of a smal	l business, contr	actor, restaul	ant owner	11
1. PROTECTIVE SE	RVICE such as de	tective, police of	ficer or guard, s	heriff, fire fig	hter	12
m. SALES such as sal	esperson, adverti:	sing or insurance	agent, real esta	te broker 🗀	• • • • • • • • • • • • •	13
n SCHOOL TEACHE	R such as elemen	tary or secondar	y'			14
o. SERVICE such as	barber-beauticia	n, practical nurs	e, private house	old worker, j	anitor, waiter	15
p. TECHNICAL such	as draftsman me	edical or dental to	echnician, comp	iten program	mer	16 -
q. NOT WORKING	1			.,		17
7			1	,		1
. /. '	/	1	•	. i 🦾	•	
Do you think you will n	eed more educati	en er schooling t	han what you ha	ve at present	in order to ob	otain this k
of work or to advance a	s you would like	in your job or ca	reer?	•		0
• .	1 1				•	,
1	No	1	_GO TO Q. 14:	•	•	· · ·
	Yes	2	GO TO Q. 14	t, next page	<b>1</b> '	1
-	Don't know	3∫,		• •-		,
	- · / · · ·					
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	. 1				.	
	1			!	i `	

	The second secon	(Circle one numl	ber on sach li	ne.)
		My <u>Reason</u>	NOT My Reason	•
	a. I probably couldn't afford it	1	2 -	
	b. I wouldn't be qualified (low grades, test scores, etc.)	1	2	
	c. No school within commuting distance from my home	1	2	,
	d. I wouldn't have the time to do it		2	
	e. I probably couldn't get released from my job to do it			
•	f. I wouldn't be sufficiently interested	1	2	
	•			
145.	De you owe any money for an education or training loan for which you	ir repayment sche	idule has beg	un?
	No			
	Yes2 GO TO Q. 146		•	•
		• ·	(	
	•		•	
146.	When was your first payment due?			
	(month)(year)	-		
	9	`		
	a		•	
147.	Are you having or have you had any difficulty in meeting payments?			
	No1			
	Yes2 (explain why:		_	
	•	_		
148.	How important is each of the following to you in your life?	~ %		
		(Circle on	e number on	each line.)
	•	Very Impertant	Semewhat	Not
	a. Being successful in my line of work		Important 2	Impertan 2
,	b. Finding the right person to marry and having a happy family life			
•	c. Having lots of money			
	d. Having strong friendships			
ÿ.	e. Being able to find steady work			-
3	f. Being a leader in my community	ı ı		
	g. Being able to give my children better opportunities than I've had			
	B. Deing agic to give my children better opportunities than I ve flag.			
		1		
	h. Living close to parents and relatives		2	3,
	h. Living close to parents and relatives i. Getting away from this area of the country		2 [†]	3 _, *
,	h. Living close to parents and relatives  i. Getting away from this area of the country  j. Working to correct social and economic inequalities			3, 3,
	h. Living close to parents and relatives i. Getting away from this area of the country			3, 3,

## INFORMATION ABOUT THE PAST

		•	<u></u>	. <del> </del>	v good a student die	•					•	
			,—		• ,			(Ĉi	rcie ene.)	•		~
					ents in my class .							
		¥-	Above th	ne middle of	my class				2			
		<i>, ι</i>	In the m	iddle of my	class		• • • • • • • •		.∴3			
			Just goo	d enough to	get by	• • • • • • • • •		<b></b>	4			
			Expecte	d me not to	complete high sch	ool	• • • • • • • • •		5			•
											-	
D.				1st, 6th, 9th	, and 12th grades,	about wi	at perce	ntage of 1	the stude	nts in you	r class w	ere whi
	er (	Caucasia	n? ·-		•		(Circle	ene numi	ber en éa	ch line.)		
			,			1 to	11 to	26 to	51 to	76 to	91 to	All
				••	Nene	10%	25%	50%	<u>75%</u>	90%	99%	(100%
	a.	In my 1	st grade .			1	2	3	4	5	b	7
-	þ.	In my	6th grade		0	1	2	3	4		0	1
	Ć.											
	٠.	in my	th grade		0	1	2	3			1 6	7
	d.	In my	th grade 12th grade	ļ 		1	2 2	3	4	5	6	7
	d.	In my	12th grade			1	2	3	4	5	6	7
1.	d.	In my	12th grade		bout how many of	1	2	3	4	5	6	7
1.	d.	In my	12th grade			1	2	3	4	5	6	7
1.	d.	In my	12th grade			1 yeur <u>teac</u>	:hers wer	3	4	5	6	7
1.	d.	In my	12th grade		None	yeur <u>teac</u>	:hers wer (Circle (0	3	4	5	6	7
1.	d.	In my	12th grade		None  Some About half	yeur <u>teac</u>	chers wer	re white 4	4	5	<b>6</b>	7
1.	d.	In my	12th grade		None  Some About half	yeur <u>teac</u>	2	re white 4	4	5	<b>∤6</b>	7
1.	d.	In my	12th grade		None  Some About half	yeur <u>teac</u>	2	re white 4	4	5		7
1.	d.	In my	12th grade vere in <u>hig</u>	gh school, a	None About half Most	yeur teac	2	re white d	r Caucas	ian?	<b>6.</b>	7
1.	d. Wh	In my	12th grade vere in <u>hig</u>	gh school, a	None  Some About half	yeur teac	2	re white d	r Caucas	ian?	<b>6.</b>	7
1.	d. Wh	In my	12th grade vere in <u>hig</u>	gh school, a	None About half Most	yeur teac	Circle Ci	re white d	r Caucas	ian?	<b>6.</b>	7
1.	d. Wh	In my	tere in <u>hig</u>	ih school, al	None About half Most All	yeur <u>teac</u>	chers were (Circle	re white done.)	caucas	ian?	<b>6.</b>	7
51.	d. Wh	In my	vere in hig	ph school, al	None About half Most	yeur teac	chers were (Circle	re white one.)	acially be	ian?	<b>6.</b>	7



153. The fellowing items give you a chance to rate yourself on the degree to which you possess one of each pair of traits. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8. ... cheerful just about all the time. Cheerful .. cheerful most of the time. **(1)** 2 3 4 5 6 7 8 3 ... often cheerful. 4 ... more often cheerful than sad. 5 ... more often sad than cheerful. 6 ... often sad. CIRCLE the ONE NUMBER that comes closest to saying how you would rate 7 ... sad most of the time. 8 ... sad just about all the time. yourself. (Circle one number on each line.) I lack drive, energy, vitality; I tend to be I have unlimited energy, high drive, passive, and am without strong interests: vitality; I need to be constantly active and interested in many activities. **Understanding of Others Not Understanding of Others** I am sympathetic about the feelings and I am unaware of and uninterested in problems, of other persons: people come to the feelings and problems of others: me for advice when in trouble. other persons do not come to me for advice. De Net Think Far Ahead Think Ahead I act impulsively without thinking of the consequences and frequently I am caught I consider future possibilities and decisions before outcomes of my short because I have not foreseen the acting. outcomes. Other-Concerned Self-Concerned I talk a lot about myself, think more about I think of others and what they want; myself and what I want than about other try to consider others' points of view: can compromise or adjust to demands people. I frequently am unaware of the rights and needs of other people. of others. Enthusiastic Unenthusiastic I am interested and excited about new I do not get deeply involved or excited: events: get involved in activities easily and I am mild; not much excites me. have strong interests. Practical **Impractical** I have good judgment and common sense: I make impractical, inappropriate I make practical and appropriate suggestions that don't consider all comments and decisions. aspects of a problem. **Vague Thinking** Clear Thinking My thinking is vague, illogical, indefinite. My thinking is clear, precise, and logical. Personally Warm Personally Gold I tend to be distant, aloof, austere, and I tend to be sincere, friendly, emotionally responsive, sympathetic to others, undemonstrative with others: I do not affectionate, and enjoy other people. like to express affection or feelings and am more comfortable in impersonal situations. Unambitious **Ambitious** I set high goals for myself and am I am unambitious and am easily dissatisified when I do not accomplish all of satisifed with what I can accomplish. them. When I finish one thing, I begin another right away.

ERIC

# Section G: Background Information

			٠,	TEL	EPHONE
OUR NAME:			ŧ	AREA CODE	NUMBER
DDRESS:					<u> </u>
	STATE	:			ZIP:
so PRINT the name, address and te	lephone number of y	our pare	nts		· .
YOUR PARENTS' NAME:				TELI	EPHONE
ADDRESS:			•	AREA CODE	NUMBER
TDURESS		•			
CITY:	STATE	:		_	ZIP:
se PRINT the names and address ( . (List ne more than one person who	new lives with you.	who will )	know where to	<u> </u>	ou during the comir
NAME:				AREA CODE	i NUMBER
ADDRESS:			•		3 ,
CITY:	STATE	E:			ZIP:
				TEL	EPHONE
NAME:				AREA CODE	1
ADDRESS:					
				<del>_</del>	ZĬP:
CITY:	STATE	<u>មៈ</u>			ZII.
ase PRINT your speuse's full name	(if you are married)		·	·	. , ,
SPOUSE'S FULL NAME:				·	
		1 -	· ·		
3		- 1			••••••••••••••••••••••••••••••••••••••
lease give the following informatio					
a) Date of birth	(month)		(day)	^{(y}	ear)
o) Sex: (Circle one.) Male Female	2			•	-
c) Social Security No.		\		•	
d) Driver's License No e) When did you complete this que		State	(month)	– (day)	(year)
e) when did you complete this que		1			
<b>7</b> .				•	
	THANK YOU FO				

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Full Text Provided by ERIC

NOTICE—All information which would provide in which would provide interference of the individual will be to individual will be to individual will be come only by providing any only in and for the purposes of the auron, and will not be distincted as:

O.M.B. No. 051-S-76038 APPROVAL EXPIRES JUNE 30, (978

COMPATION FOLLOW-UP



ENDER OF THE HIGH SCHOOL CLASS OF 1972

Third Follow-Up Questionnaire



Prepared for the

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

BY RESEARCH TRIANGLE INSTITUTE 
RESEARCH TRIANGLE PARK, NORTH CAROLINA

FAIL 1976

National Center for Education Statistics

**Education Division** 

Department of Health, Education, and Welfare Washington D.C. 20202

### GENERAL INSTRUCTIONS

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Work Experience
- C. Education and Training
- D. Military Service
- E. Family Status
- F. Experiences and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)

Sometimes you are asked to fill in a blank-in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?	(Circle one nun	noer on each line.	•)
1.	My Reasons	NOT My Recsons	•
Graduatad		2	سرسدير
Entered college		_	
Went to work		2	

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the first week of October 1976?" Because it has been two years since we last heard from you, we also ask some questions about what you were doing in 1975. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question:

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

- (1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).
- (2) Disclosure of this information by the respondent is subject to no penalty for not providing all or any part of the requested information.
- (3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.
- (4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental Regulations (45 CRF 56) published in the Federal Register, Vol. 40. No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION

## SECTION A: GENERAL INFORMATION

i.	What were you doing the first week of October 1976?	4.	
	(Circle as mar	ny as apply.)	
	Working for pay at a full-time or part-time job	-	
	Enrolled in graduate or professional school2		•
	Taking academic courses at a two- or four-year college3		
	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)		
1	On active duty in the Armed Forces (or service academy)5	1	
	Homemaker	ł	
	Temporary layoff from work, looking for work, or waiting to report to work	-	
	Other (describe:	,	
	<del></del>	• ,	
	•		
2.	How would you describe your living quarters as of the first week of October 1976?	•	
-	(Circle	ana )	
		Gile./	′.
	Private house or mobile home		
	Private apartment 2		
^	Dormitory or apartment operated by a school or college3		
٠,	Fraternity or sorority house4	•	
	Rooming or boarding house	į	•
	Military service barracks. on board ship. etc		
	Other (describe:)7	•	
		•	
_			ī
<b>3.</b>	With whom did you live as of the first week of October 1976?	ž į	
*	(Circle	one.)	
_ '	By myself1		
	With my parents2	•	
	With my husband or wife	•	•
	With parents and husband or wife4		
•	With other relatives5	* ~ ,	
	With person(s) not related to me6		•
	The state of the s		_ •
4.	Which of the following best describes the location of the place where you lived in t	he <u>first week of October 1</u>	976?
	(Circle	one.)	
	In a rural or farming community	•	
	In a small city or town of fewer than 50,000 people that is not		•
	a suburb of a larger place2	<b>a</b>	
	In a medium-sized city (50.000-100.000 people)		
	In a suburb of a medium-sized city4	. 0	
	In a large city (100.000-500.000 people)		
	In a suburb of a large city6		
	In a very large city (over 500.000 people)		4
	me we the gravity to the COVICO Proping assets as a section of the section of		,
			ł.
	In a suberb of a very large city		۱.

		Yes				
		No				,
			<b>-</b> .	1		
6.	How far is t	nis from where you lived in October 1974?		i		
		(Circle one.)				
	1	Less than 50 miles		٠.		
	1	50 to 99 miles2				
		100 to 199 miles	1			
		200 to 499 miles4	•	`	b	
•		500 miles or more5			• •	
7.	What was th	e main reason you moved to the place where you live now?			•	
٠.		, ((	Circle one.)			
		To find or take a job	1		`	
	•	Was transferred	2	•	=	
	1	Other job-related reason	3	~		*
		To go to school	4			
		To follow my parents or spouse to a new location	5			
•		To follow another relative or friend to a new location			1	
		Wanted a better place to live	7		1	
		Other (specify:)	8			
	•	following items do you have the use of as your own because yo	, .	•	0	
		•	(611616-011	e number on (		
		•	Have As	Have But	Don't Have	
		,	My Own	Don't Own	Use Of	- *\>
		a. Daily newspaper	My Own	Don't Own		- 13
		b. Dictionary	My Own1	Don't Own22	Use Of33	- 14)
		c. Encyclopedia or other reference books	My Own11	<u>Don't Own</u> 2222	Use Of33	- 13
	•	c. Encyclopedia or other reference books d. Magazines	My Oven11111	Den't Own22222	Use Of3333	- 13
		c. Encyclopedia or other reference books d. Magazines e. Record player	My Oven1111111		Use Of333333	- 13
		c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player	My Own1		Use Of333333333	<b>*</b>
•		c. Encyclopedia or other reference books d. Magazines e. Record player Tape recorder or cassette player g. Color television	My Own1111111		Use Of333333333333	13
•		c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher	My Own111111111		Use Of33333333333333	<b>*</b>
•		c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher	My Own111111111		Use Of33333333333333	1,
•		c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher	My Own111111111		Use Of33333333333333	13)
·	New please	c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October	My Own1	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	<b>1</b> 3
9.	New please	c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October	My Own1	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	**************************************
9.	New please	c. Encyclopedia or other reference books d. Magazines e. Record player t. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October	My Own111111111111	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	**
9.	New please	c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October  Working for pay at a full-time or part-time job	My Oven1111111111111111	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	13
9.	Now please	c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October  Working for pay at a full-time or part-time job  Enrolled in graduate or professional school	My Oven11111111111111111111111111111111111111111111111111111	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	13
9.	New please	c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October  Working for pay at a full-time or part-time job Enrolled in graduate or professional school Taking academic courses at a two-or four-year college Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or	My Oven11111111111111111111111111111111111111111111111111111	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	13
9.		c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October  Working for pay at a full-time or part-time job  Enrolled in graduate or professional school Taking academic courses at a two-or four-year college Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	My Oven11111111111111111111111111111111111111111111	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	**
9.		c. Encyclopedia or other reference books d. Magazines e. Record player t. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October  Working for pay at a full-time or part-time job  Enrolled in graduate or professional school  Taking academic courses at a two-or four-year college Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)  On active duty in the Armed Forces (or service academy)	My Oven11111111111111111111111111111111111111111111	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	**
9.		c. Encyclopedia or other reference books d. Magazines e. Record player 1. Tape recorder or cassette player g. Color television h. Typewriter i. Electric dishwasher j. Tw e cars or trucks that run  think back a year to Fall 1975. What were you doing in October  Working for pay at a full-time or part-time job  Enrolled in graduate or professional school Taking academic courses at a two-or four-year college Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	My Own	Don't Own  2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Use Of33333333333333	***

11

## SECTION B: WORK EXP

In this section, we would like to find out about the jobs you have held in the two-year period from October 1974 through October 1976. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

JOBS HELD IN OCTOBER 1976

	,	•	kind during the <u>first week</u>	· ((	Circle one.)	•
		Yes. working	full-time (35 hours or mo	re per week)	i	\$
		Yes. working	g part-time (34 hours or fe	wer per week)	····² } GO	TO Q, 13, next pay
		Yes, but on t	emporary layoff from wor	k or waiting to	3	
		No	***************************************		COI	NTINUE WITH Q.
					,	•
		, ,	·		1.	,
11.	What were	the reasons yo	ù were not working during	the first week of Octobe	r 1976?	ı
	,	•	, / <u>`</u>	(Circ	le one numi	ber on each line.)
	-	.~	ب	•	My	NOT
			•	•	Reasons	My Reasons
•						
			aker			
	c. Going	to school			1	2
	d. Not en	ough job openii	ngs available		1	2
	e. Requi	red work experi	ience I did not have		1	2
	f. Jobs a	vailable offered	l little opportunity for care	er development	1	2
•			hysical handicap			
			ld care			
1			bilities-(including pregnar			
}			lified for types of work av			
•			one where I could use my			
•			I didn't work			
	•	specify:		)		
	m. Other	tspecity.		<u> </u>		1111111
	•	x	1	•		
				, 	,	
	Were you I	ooking for work	during the <u>first week of C</u>	CTODEF_19/6?		
12. ,	_		The state of the s	•	(Circle one.	)
12. ,		Yes		. P	1	·
12. ,	•		5 1 - 1 - Community 12		1	7
12. ,	•			e during the month of		
12. ,	•	Septemb	or 1976		2 GO	TO Q. 32, p. 7

13.	Please describe below the job you held during the first week one job at that time, describe the one at which you worked to	t of October 1976. (If you held more than the most hours.)
;	a. For whom did you work? (Name of company, business of	ganization, or other employer)
	(Write in):	
*	b. What kind of business or industry was this? (For example	e. retail shoe store. restaurant. etc.)
	(Write in):	
	c. What kind of job or occupation did you have in this busin	ess or industry? (For example, salesperson, waitress,
	secretary, etc.)	
į	(Write in):	- ich 2 (For assemble calling shoot swaiting on tables
	<ul> <li>d. What were your most frequent activities or duties on this typing and filing, etc.)</li> </ul>	s job: (For example, seiling snoes, waiting on tables,
	(Write in):	
	e. Were you:	(Circlé one.)
•	An employee of a PRIVATE company, bank, b wages, salary, or commissions?	usiness, school, or individual working for
	A COVERNMENT amploves (Federal State	county. or local institution or school)?2
	Salf-employed in your OWN histories morest	onal practice. or farm?3
	Working WITHOUT PAV in family business of	farm?4
	WOLKING WILLOUT LAT IN CAMERING CO.	,
	f. When did you start working at this job?	(month) (year)
	g. Are you currently working at this job?	· ·
	Yes	
	No ĝ	(month) (year)
14.	•	(Circle as many as apply.)
	a. School or college placement service	
	<ul> <li>b. Professional periodicals or organizations</li> </ul>	
	c. Civil Service applications	
	d. Public employment service	
	e. Private employment agency	
•	f. Community action or welfare groups	
	g. Newspaper, TV, or radio ads	
	h. Direct application to employers	8
	i. Registration with a union	
	j. Relatives	
	k. Friends	11
	-1, - Other (specify:	)12
	A second	
	····	- true and the same of the sam
15.	5. How many hours did you usually work at this job in an average week?	16. In an average week, approximately how much did you earn at this job? (Report your gross
	Hours per week	earnings before deductions. If not paid by the
	- Trout 3 per week	a week, please estimate.)
•		s per week
	, 1~	(Earnings before deductions)
-		•
	··· ••	

	spend on e	ach in the average work day on your je	•			1
Working with things (machinery, apparatus, art materials, etc.)  Doing paperwork (administrative, clerical, computational, etc.)  Working with ideas, thinking	•	·	(	ricie que numb	er on each li	
materials, etc.)  Doing paperwork (administrative, clerical, computational, etc.)  Working with ideas, thinking  Dealing with people (as part of the job)  a. About how many people were employed in the entire organization for which you worked? State or Fed employees give the approximate number of people in your Department, e.g., State, Commerce, M. Vehicles, etc. Self-employed give the approximate number of your employees. (Circle one number of John A.)  b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B.  A. Total  Corganization  I worked alone  I uses than 10  2 2 2  10 - 99  3 3 3  100 - 499  4 7 4  500 - 999  5 5 5  5 0  2.500 and over  7 7  Please think of your supervisor or the person who had most control ever what you actually did on the job. Will of the following best describes few closely this person supervised you?  (Circle one.)  My supervisor decided both what I did and how I did it  My supervisor gave me some freedom in deciding what I did and how I did it  I was more or less my own boss within the general policies of the organization.  There was no such person.  5  How was your supervised as well as the for whose work you supervised as well as the for whose work you were held responsible.)	* .	<b>!</b>	<u>None</u>	Little	Some	A Grea Deal
Doing paperwork (administrative, clerical, computational, etc.)  Working with ideas, thinking  1 2 3 4  Dealing with people (as part of the job)  2 3 4  Dealing with people (as part of the job)  2 3 4  Dealing with people (as part of the job)  3 4  Dealing with people (as part of the job)  3 4  Dealing with people (as part of the job)  4 5  Dealing with people (as part of the job)  4 6  Dealing with people (as part of the job)  4 7  Dealing with people (as part of the job)  4 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Working w	ith things (machinery, apparatus, art	,	ŷ.	3	
tional, etc.  Working with ideas, thinking  Dealing with people (as part of the job)  . About how many people were employed in the entire organization for which you worked? State or Fod employees give the approximate number of people in your Department, e.g., State, Commerce, M. Vehicles, etc. Self-employed give the approximate number of your employees. (Circle one number follown A.)  b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B.  A. Total  B. Same  Organization  I worked alone  1	Doing near	amunek tadministrativa člarinal comp	nta-			
Dealing with people (as part of the job)  a. About how many people were employed in the entire organization for which you worked? State or Fed employees give the approximate number of people in your Department, e.g., State, Commence, M Vehicles, etc. Self-employed give the approximate number of your employees. (Circle one number Column A.)  b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B. A. Total B. Same Organization Plant or Office  I worked alone  I worked al	tional.	in the same of the same	<b>.</b>	2	3	34
a. About how many people were employed in the entire organization for which you worked? State or Federmpleyees give the approximate number of people in your Department, e.g., State, Commerce, M. Vebicles, etc. Self-employed give the approximate number of your employees. (Circle one number Column A.)  b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B. Same Organization Plant or Office  I worked alone 1 1 1  Less than 10 2 2 2  10 - 99 3 3 3 3  100 - 499 4 7 4  500 - 999 5 5 5 5 5  1,000 - 2,499 6 6 6 6  2,500 and over 7 7 7  Please think of your supervisor or the person who had most control ever what you actually did on the job. Will of the following best describes how closely this person supervised you?  (Circle one.)  My supervisor decided both what I did and how I did it 1  My supervisor decided what I did, but I decided how I did it 2  My supervisor gave me some freedom in deciding what I did and how I did it 3  I was more or less my own boss within the general policies of the organization 4  There was no such person 5  Hew many people did you supervise in your job? (Include all persons whose work you supervised as well as the for whose work you were held responsible.)	Dealing w	ith people (as part of the job)			3	
empleyees give the appreximate number of people in your Department, e.g., State, Commerce, M. Vehicles, etc. Self-employed give the appreximate number of your employees. (Circle one number Column A.)  b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B. A. Total B. Same Organization B. Same Plant or Office  I worked alone 1 1 1  Less than 10 2 2 2  10 - 99 3 3 3  100 - 499 4 4 4 4  500 - 999 5 5 5 5  1,000 - 2,499 6 6 6 6  2,500 and over 7 7 7  Please think of your supervisor or the person whe had most control ever what you actually did on the job. Will of the following best describes how closely this person supervised you?  (Circle one.)  My supervisor decided both what I did and how I did it 1  My supervisor decided what I did, but I decided how I did it 1  My supervisor gave me some freedom in deciding what I did and how I did it 3  I was more or less my own boss within the general policies of the organization 4  There was no such person 5  How many people did you supervise in your job? (Include all persons whese work you supervised as well as the for whese work you were held responsible.)			۵	•		
empleyees give the appreximate number of people in your Department, e.g., State, Commerce, M. Vebicles, etc. Self-employed give the appreximate number of your employees. (Circle one number Column A.)  b. About how many of these people worked in the same plant or office as you? (Circle one number in Column B. A. Total B. Same Organization B. Same Plant or Office  I worked alone 1 1 1  Less than 10 2 2 2  10 99 3 3 3  100 - 499 4 4 4  500 - 999 5 5 5 5  1,000 - 2,499 6 6 6 6  2,500 and over 7 7 7  Please think of your supervisor or the person who had most control ever what you actually did on the job. Will of the following best describes how closely this person supervised you?  (Circle one.)  My supervisor decided both what I did and how I did it 1  My supervisor decided what I did, but I decided how I did it 2  My supervisor decided what I did, but I decided how I did it 3  I was more or less my own boss within the general policies of the organization 4  There was no such person 5  How many people did you supervise in your job? (Include all persons whose work you supervised as well as the for whose work you were held responsible.)		hans manus manula summ amalassad in A	ha andan <b>ammai</b> antlan	. fon which was i	de Chadada	la an Bad
A. Total Organization  I worked alone  I worke	emp <u>le</u> Vebic	lyses give the appreximate number of les, etc. Self-employed give the appr	of people in your Dep	partment, e.g.,	State, Comm	nerce, M
I worked alone 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	b. About	hew many of these people worked in the	same plant or office as	you? (Circle on	number in	Column B
Less than 10 2 2 2 2 10 - 99 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		, , ,			•	
10 - 99		I worked alone	1	1	<i>:</i>	
100 - 499					•	
500 - 999						-
1,000 - 2.499 6 6 6 2.500 and over 7 7 7  Please think of your supervisor or the person who had most control ever what you actually did on the job. Will of the following best describes how closely this person supervised you?  (Circle one.)  My supervisor decided both what I did and how I did it 1 1 My supervisor decided what I did, but I decided how I did it 1 2 My supervisor gave me some freedom in deciding what I did and how I did it 1 3 I was more or less my own boss within the general policies of the organization 1 There was no such person 1 5 the was many people did you supervise in your job? (Include all persons whose work you supervised as well as the for whose work you were held responsible.)						
Please think of your supervisor or the person who had most control ever what you actually did on the job. Who of the following best describes how closely this person supervised you?  (Circle one.)  My supervisor decided both what I did and how I did it	•		· · · · · · · · · · · · · · · · · · ·		<b>.</b>	
My supervisor decided both what I did and how I did it	,				+	
My supervisor decided both what I did and how I did it	à.	•	*	•		
My supervisor decided both what I did and how I did it	160	•	•			
My supervisor decided both what I did and how I did it	Please this	nk of your supervisor or the person who wing best describes New closely this pe	nhad mest control eventson supervised you?	r what you actu	ally did on 41	ne job. Wi
My supervisor decided what I did. but I decided how I did it		*	, ,	•		
My supervisor gave me some freedom in deciding what I did and how I did it					•	
and how I did it	1					
I was more or less my own boss within the general policies of the organization	1	My supervisor gave me some freed	om in deciding what I	did		
of the organization				3		
There was no such person						
Hew many people did you supervise in your job? (Include all persons whose work you supervised as well as the for whose work you were held responsible.)		-		5		
for whose werk you were held responsible.)		3		<del>-</del>		
for whese werk you were held responsible.)			3			
			(Include all persons w	hese work you s	pervised as	well as ti
· · · · · · · · · · · · · · · · ·			people .	,		•
	. /	·	<del></del> :		-	~•
·	1	•	•,			
			i.			

21.	Hew	satisfied were	you with the f	ollow	ing aspects	of this job	1
-----	-----	----------------	----------------	-------	-------------	-------------	---

Circle one number on each line.)

			Very Satisfied	Satisfied ,	Dissetisfied	Very Dissatisfied
•	a.	Pay and fringe benefits	1		3	4
	b. ¬	Importance and challenge		2	3	4
	·c.	Working conditions		2	3	4
	d.·	Opportunity for promotion and advancement with this employer	s 1	2	3	4
	e.	Opportunity for promotion and advancement in this line of work	1	2	3	4
	f.	Opportunity to use past training and education	1,	<b>2</b>	3	4
^	g.	Security and permanence Supervisor(s)			3,.	4
	h.	Supervisor(s)				4
	i.	Opportunity for developing new skills		2		4
	j.	Job as a whole		,2	<del>.</del> 3 , .	4
• •	k.	The pride and respect I received from my family and friends by being in this line of work	<b>1</b>	2	3	· · 4
				. 4	_	,
		• /		ž	•	•
2.	Not	including on the job or employer training, did you rec	eive formal inst	ruction to do	this kind of w	rk?
	•	No	ouve			
,		Yes2 CONTINUE WITH			•	مر
ì			~	4	, .	•
						•
2	Wh	ere did you receive this training?		•	· .	
••	•		. (Cincle	· as many as	apoly.)	•
		High school ¿		·l		•
		Vocational, trade, business; or other career				
·		Junior or community college				
• •		Four-year college or university		4	•	
		Military service				
	•	Other (describe:	•	.)0		•
			-			•
		, •	• /	, .		- '
4.	Wh	at were your experiences while working on this job?	•			•
		, , , , , ,	- √ (Či	réle one num	ber on each li	ueʻ) .
		, , ,		* My	NOT My	•
		•		Experience	Experience	
•	a.	I have been able to apply most of what I learned in so	chool	`1 <i>`</i>	2	•
	b.	I would have liked more experience in my training be	efore I started	• •	•	
	•	working		سن أبدي	2	
	c.	I received training different from the way it was don	e on the job	,	2	-
	d.	I was trained with tools or equipment not used on my		1		1
-	e.	I could have gotten my job without the training			2	•
	f.	I took coursework associated with my training which in performing my job		1		-
	g.		1		2	
	h. '	cl consider myself doing as well as others with similar				
	1.	I consider going to school and getting the training a,	wise choice	1	· . 4. 2/	
	•		• • •	•	•	

ERIC

25.	Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?	26. Did the school at which you received your training for this job refer you to this job?
15	Yes1	Yes1
11.	No2	No2
, ,	Don't know3	·
`,		
27.	De you expect to be werking in October 1977?	
\	No	
Ĭ	Yes3 CONTINUE WITH Q. 28>	28. Do you plan to work at the SAME KIND OF WORK?
\	•	Yes1
/	$\cdot$	No 2
	,	Don't know3
	1	
•	1	·
-	Mana was walliam at a second ish in the first week	of October 1976 at the SAME TIME as you held the job you
27.	described above?	or October 1970 at the SAME TIME as you held the Job you
	No 1 GO TO Q. 32	•
	Yes 2 CONTINUE WI	TH Q. 30
		• .
30.	How many hours did you usually work at this job in an average week?	31. In an average week, approximately how much did you earn at this job? (Report your
	Hours per week	gross earnings before deductions. If not paid by the week, please estimate.)
i		\$per week
		(Earnings before deductions)
		· · · · · · · · · · · · · · · · · · ·
	JOBS HELD IN	OCTOBER 1975
	·	i i
32.	Now please think back to Fall 1975. Did you hold a job	of any kind during the month of October 1975?
		(Circle one.)
	Yes, working full-time (35 hours or more	é per week)1-)
	Yes, working part-time (34 hours or few	er per week)
	Yes, but on temporary layoff from work report to work	or waiting to ,
	No	4 CONTINUE WITH Q. 33
	1	• (
33.	Were you looking for work during October 1975?"	*
-		(Circle one.)
٠,	Yes	
4	No. but DID look for work sometime September 1975	
	No. and did NOT look for work at any ti of September 1975	

	· · · · · · · · · · · · · · · · · · ·	(Atumba Aug A
	•	(Circle one.)
	Yes	1 GO TO Q. 36
	No. different job	2 CONTINUE WITH Q. 35
	No. was not working in October 1976	
	•	$\mathcal{L}_{\mathbf{r}}$
	Please describe below the job you held during October 1 the one at which you worked the most hours.)	1975. (If you held more than one job at that time, describe
	a. For whom did you work? (Name of company. busine	ss organization. or other employer)
	(Write in):	
	b. What kind of business or industry was this? (For exa (Write in):	mple, retail shoe store, restaurant, etc.)
	secretary, etc.)	usiness or industry? (For example, salesperson, waitress,
	(Write in):	
	<li>d. What were your most frequent activities or duties or typing and filing. etc.)</li>	this job? (For example, selling shoes, vaiting on tables,
	(Write in):	•
	e. Were you:	,
	e. Here you.	(Circle one.)
	·	
	wages, salary, or commissions?	tk business. s; hool, or individual working for
	wages. salary. or commissions? A GOVERNMENT employee (Federal. Sta	ate, county, or local institution or school)? 2
	wages, salary, or commissions? A GOVERNMENT employee (Federal, Statement Self-employed in your OWN business, prof	ate, county, or local institution or school)? 2 essional practice, or farm?
	wages, salary, or commissions? A GOVERNMENT employee (Federal, Statement of Self-employed in your OWN business, professional Working WITHOUT PAY in family business.)	ate, county, or local institution or school)?
	wages, salary, or commissions? A GOVERNMENT employee (Federal, Statement Self-employed in your OWN business, prof	ate, county, or local institution or school)? 2 essional practice, or farm?
	wages, salary, or commissions? A GOVERNMENT employee (Federal, Statement of Self-employed in your OWN business, professional Working WITHOUT PAY in family business.)	ate, county, or local institution or school)?
6.	wages, salary, or commissions? A GOVERNMENT employee (Federal, Statement of Self-employed in your OWN business, professional Working WITHOUT PAY in family business.)	ate, county, or local institution or school)?
6.	wages, salary, or commissions? A GOVERNMENT employee (Federal, State Self-employed in your OWN business, prof. Working WITHOUT PAY in family business.)  f. When did you start working at this job?  How many hours did you usually work at this job	ate, county, or local institution or school)?
<b>6.</b>	wages, salary, or commissions? A GOVERNMENT employee (Federal, Sta Self-employed in your OWN business, prof Working WITHOUT PAY in family business.  f. When did you start working at this job?  How many hours did you usually work at this job in an average week?	ate, county, or local institution or school)?
5.	wages, salary, or commissions? A GOVERNMENT employee (Federal, Sta Self-employed in your OWN business, prof Working WITHOUT PAY in family business.  f. When did you start working at this job?  How many hours did you usually work at this job in an average week?	ate, county, or local institution or school)?
6.	wages, salary, or commissions? A GOVERNMENT employee (Federal, Sta Self-employed in your OWN business, prof Working WITHOUT PAY in family business.  f. When did you start working at this job?  How many hours did you usually work at this job in an average week?	ate, county, or local institution or school)?
	wages, salary, or commissions?  A GOVERNMENT employee (Federal, State Self-employed in your OWN business, professor Working WITHOUT PAY in family business.)  f. When did you start working at this job?  How many hours did you usually work at this job in an average week?  Hours per week	ate, county, or local institution or school)?
-	wages, salary, or commissions?  A GOVERNMENT employee (Federal, State Self-employed in your OWN business, professor Working WITHOUT PAY in family business.)  Men did you start working at this job?  How many hours did you usually work at this job in an average week?  Hours per week  Are you currently working at this job?	ate, county, or local institution or school)?
	wages, salary, or commissions?  A GOVERNMENT employee (Federal, State Self-employed in your OWN business, professor Working WITHOUT PAY in family business.)  f. When did you start working at this job?  How many hours did you usually work at this job in an average week?  Hours per week	ate, county, or local institution or school)?

	4	
39.	How important were	the following as reasons for your leaving this job?

40.

41.

42.

a. Poor pay or fringe benefits				(Circle one	number on e	ach line.)
b. Lack of importance and challenge c. Poor working conditions lack of opportunity for promotion and advancement with this employer lack of opportunity for promotion and advancement with this employer lack of opportunity for promotion and advancement with this line of work lack of opportunity for promotion and advancement with this line of work lack of security or permanence lack of security or permanence lack of security or permanence lack of opportunity for developing new skills lack of opportunity for promotion and advancement with this employer shill lack of opportunity for promotion and advancement with this employer lack of opportunity for promotion and advancement with this employer and event of the shill and the promotion of the shill and the prom		or photocol or the money of scholar flavorements the constraint account and account account and account account	<b>a</b>			
b. Lack of importance and challenge	а.	Poor nay or fringe benefits		1	2	3
c. Poor working conditions 1 2 3 d. Lack of opportunity for promotion and advancement with this employer 1 2 3 e. Lack of opportunity for promotion and advancement with this line of work 1 2 3 f. No or little opportunity to use past training and education 1 2 3 g. Lack of security or permanence 1 2 3 h. Dissatisfied with my supervisor(s) 1 2 3 h. Moved to another location 1 2 3 h. Went back to school or developing new skills 1 2 3 h. Moved to another location 1 2 3 h. Moved to another location 1 2 3 h. Went back to school or college 1 2 3 h. Moved to another location 1 2 3 h. Health problems or physical handicap 1 2 3 h. Health problems or physical handicap 1 2 3 h. Health problems or physical handicap 1 2 3 h. Temporary or school-related job 1 2 3 h. Dispatch to obtain a better problem in the problem in the problem in the problem in the	h	Lack of importance and challenge		1	2	3
d. Lack of opportunity for promotion and advancement with this employer 2 3 e. Lack of opportunity for promotion and advancement with this line of work 2 3 f. No or little opportunity to use past training and education 2 3 g. Lack of security or permanence 2 2 3 h. Dissatisfied with my supervisor(s) 2 3 i. Lack of opportunity for developing new skills 1 2 3 j. Unhappy with the job as a whole 2 3 k. Moved to another location 2 3 l. I was laid off or fired 2 3 l. I was laid off or fired 2 3 m. Went back to school or college 1 2 3 m. Got married 3 2 3 m. Got m		Poor working conditions		1	2	3
e. Lack of opportunity for promotion and advancement with this line of work  f. No or little opportunity to use past training and education  g. Lack of security or permanence  h. Dissatisfied with my supervisor(s)  Lack of opportunity for developing new skills  J. Lack of opportunity of developing new skills	_	Look of appartunity for promotion and advancement	with this employer	1	2	3
f. No or little opportunity to use past training and education 2 3 g. Lack of security or permanence 2 3 i. Lack of security or permanence 3 2 3 i. Lack of opportunity for developing new skills 2 3 j. Unhappy with the job as a whole 2 3 k. Moved to another location 2 3 i. Lack of opportunity for developing new skills 2 3 j. Unhappy with the job as a whole 2 3 k. Moved to another location 2 3 ii. I was laid off or fired 3 2 3 iii. I was laid off or fired 3 2 3 iii. I was laid off or fired 4 3 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 5 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired 6 3 iii. I was laid off or fired		Lack of opportunity for promotion and advancement	with this line of	+		
g. Lack of security or permanence h. Dissatisfied with my supervisor(s) Lack of opportunity for developing new skills J. Lack of opportunity for free J. Lack of free J. Lack of free J. Lack of free J. Lack	f	No or little apportunity to use past training and edu	eation	1	2	3
h. Dissatisfied with my supervisor(s)  i. Lack of opportunity for developing new skills  j. Unhappy with the job as a whole  j. Unhappy with the job as a whole  k. Moved to another location  l. I was laid off or fired.  l. I was laid of or fired.  l. I was laid off or fied.  l. I was laid off or fired.  l. I was laid off or fired.  l		Lack of security or nermanence	-	1	2	3
i. Lack of opportunity for developing new skills	•	Dissociation with my supervisor(s)		. 1	2	3
j. Unhappy with the job as a whole		I not of appartunity for devaloring new skills		1	. 2	3 -
k. Moved to another location   2   3   L I was laid off or fired.   1   2   3   m. Went back to school or college   1   2   3   n. Got married   1   2   3   o. Had a baby   3   2   3   o. Had a baby   4   2   3   o. Had a baby   2   3   o. Had a baby   3   2   3   o. Had a baby   4   2   3   o. Had a baby   5   3   o	_	Lack of opportunity for developing new skins	• • • • • • • • • • • • • • • • • • • •	1		3
I. I was laid off or fired	•	Mound to another leastion		1	າ	3
m. Went back to school or college		•				
n. Got married	~					
o. Had a baby	••••	went back to school or college	٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠			
p. Other family responsibilities	n.	Got married				
q. Left to obtain a better job	0.	Had a baby				3
r. Health problems or physical handicap	p.	Other family responsibilities	<del>.</del>	l		3
s. Promotion or transfer within same organization 1.2.3 t. Temporary or school-related job 1.2.3 u. Other (specify: 2.3  Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?  No	q.	Left to obtain a better job		1	<u>.</u>	3
t. Temporary or school-related job	r.	Health problems or physical handicap		1	2	3
Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?  No	S.	Promotion or transfer within same organization		1	2	3
Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?  No	t.	Temporary or school-related job		1	<b>2</b>	3
Were you working at a second job during the month of October 1975 at the SAME TIME as the job you described above?  No	u.	Other (specify:		1,-	<b>2</b> . <i>,</i>	3
During the two 52-week periods from (a) October 1974 to October 1975 and from(b) October 1975 to October 1976, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)  (a) (b) October 1974- October 1975-October 1975  Number of employers  Number of employers  During the same two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)  (a) (b) October 1974- October 1975-October 1975 October 1975-October 1976		scribed above?		at the SAM	E TIME as	the job you
During the two 52-week periods from (a) October 1974 to October 1975 and from(b) October 1975 to October 1976, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)  (a) October 1974- October 1975 October 1975 October 1976  Number of employers  Number of employers  During the same two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)  (a) October 1974- October 1975 October 1975 October 1975 October 1976		Yes	2	-		•
October 1975  October 1975  Number of employers  October 1975 and from (b) October 1975 to October 1976 and work at all or were on paid vacation.)  (a)  October 1974- October 1975- October 1975- October 1975- October 1976-	hav	w many different employers did you work for altoget ent jobs for the same employer.)	her? ( <u>Count each e</u>	i from(b) <u>Oct</u> mployer onl <u>y</u>	ober 1975 to ( once, even if	October 1976, Fyou had dif-
October 1975  Number of employers  October 1975 and from (b) October 1975 to October 1975 to October 1975 and from (b) October 1975 and from (c) October 1975 and from (c) October 1975 and from (d) Octo			••	5.		
Number of employers  October 1975 and from (b) October 1975 to October 1975 to October 1975 to October 1975 october 1975.  October 1976		,		_		
During the same two 52-week periods from (a) October 1974 to October 1975 and from (b) October 1975 to October 1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)  (a)  (b)  October 1974- October 1975- October 1975- October 1975		:		_		
1976, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)  (a)  October 1974- October 1975  October 1976		Number of employers		Number	of employers	S ^
October 1974- October 1975 October 1975 October 1976	197	6, about how many weeks did you work altogether?	1974 to October 197 Count all weeks in	<u>/5</u> and from (l i which you d	b) <u>October 19</u> id any work a	75 to October at all or were
October 1975 October 1976				<b>e</b> ,		
				. •	-	,
weeks weeks		- Siener (1/13	1	<b>-</b>		
		weeks		weeks		

	ON LAYOUT TROUT A KOD. OF WA	iting to res	n wnich you we ort to wark?	re NOT working	and were lool	ung for work,	
				(-)	.1.	(b)	
				October 1974-	- *	October 1975-	
				October 1975		October 1976	
	••						<b>106</b>
	No					1	
	, Yes	2	How many?		_ weeks ⁻		_ weeks
	1		, ,			•	•
*					4	-	
	What kind of work will you expect to be doing.)	be doing	when you are	જ years old? (C	ircle the <u>one</u>	that comes closest	to what yo
						ţ	(Circle one
,	a. CLERICAL such as ba	nk teller. t	ookkeeper. sed	eretary. typist. n	nail carrier. ti	cket agent	1
-	b. CRAFTSMAN such as						
	installer, carpenter						
	c. FARMER, FARM MA						
	d. HOMEMAKER OR HO	USEWIFE	E ONLY				4
	e. LABORER such as cor	struction	worker, car wa	sher, sanitary w	orker, farm la	borer	5
	f. MANAGER. ADMINIS			•			
	buyer, restaurant n						
,	g. MILITARY such as ca	reer office	r. enlisted mar	or woman in th	e Armed Ford	es	7
à	h. OPERATIVE such as driver, gas station a						
	i. PROFESSIONAL such	as accou	ntant. artist. re	gistered nurse.	engineer. libra	arian, writer, socia	1
	j. PROFESSIONAL such		•				
*	k. PROPRIETOR OR OV			-			
		( 'F' CHUNH 3'	e detective noi			re fighter	12
	I. PROTECTIVE SERVI						
	I. PROTECTIVE SERVI m SALES such as salespe	erson. adve	ertising or insu	rance agent. rea	l estate broke	r	13
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER si	erson. adve uch as eler	ertising or insumentary or sec	rance agent. rea	l estate broke	r	13
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as bard	erson, adve uch as eler ber, beauti	ertising or insu mentary or sec ician. practical	rance agent. rea ondary nurse. private h	l estate broke ousehold work	r	13 14 15
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as bard     TECHNICAL such as co	erson. adve uch as eler ber. beauti draftsman.	ertising or insumentary or sec ician, practical medical or de	rance agent. rea ondary nurse. private h ntal technician. (	l estate broke ousehold work	r	13 14 15 16
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER si     SERVICE such as bard	erson. adve uch as eler ber. beauti draftsman.	ertising or insumentary or sec ician, practical medical or de	rance agent. rea ondary nurse. private h ntal technician. (	l estate broke ousehold work	r	13 14 15 16
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as bard     TECHNICAL such as co	erson. adve uch as eler ber. beauti draftsman.	ertising or insumentary or sec ician, practical medical or de	rance agent. rea ondary nurse. private h ntal technician. (	l estate broke ousehold work	r	13 14 15 16
	n. SCHOOL TEACHER St. SERVICE such as barry. TECHNICAL such as c. NOT WORKING	erson. adve uch as eler ber. beauti draftsman.	ertising or insumentary or secucian, practical medical or de	rance agent. rea ondary nurse. private h ntal technician. (	l estate broke ousehold work computer prog	r ter. janitor. waiter trammer	13 14 16 17
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as bard     TECHNICAL such as co	erson, adve uch as eler ber, beauti draftsman.	ertising or insumentary or sectician, practical medical or description or school	rance agent. rea ondary nurse, private h ntal technician. o	l estate broke ousehold work computer prog	r ter. janitor. waiter trammer	13 14 16 17
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER si     SERVICE such as bard     TECHNICAL such as calculated as the service of the servic	erson, adve uch as eler ber, beauti draftsman.	ertising or insumentary or secician, practical medical or described or school ke in your job	rance agent. rea ondary nurse, private h ntal technician. o	estate broke ousehold work computer prog	r ter. janitor. waiter trammer	13 14 16 17
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER si     SERVICE such as bard     TECHNICAL such as calculated as the service of the servic	erson, adve uch as eler ber, beauti draftsman.	ertising or insumentary or secucian, practical medical or demonstration or schoolse in your job	rance agent. rea ondary nurse, private h ntal technician. o ling than what your career?	l estate broke  ousehold work  computer prog	r ter. janitor. waiter trammer	13 14 16 17
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER si     SERVICE such as bard     TECHNICAL such as calculated as the service of the servic	erson, adve uch as eler ber, beauti draftsman.	ertising or insumentary or section. practical medical or definition or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. ( ling than what your career?	l estate broke  ousehold work  computer program  bu have at pre	r ter. janitor. waiter trammer	13 14 16 17
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER si     SERVICE such as bard     TECHNICAL such as calculated as the service of the servic	erson, adve uch as eler ber, beauti draftsman.	ertising or insumentary or section. practical medical or definition or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. o ling than what your career?	l estate broke  ousehold work  computer program  bu have at pre	r ter. janitor. waiter trammer	13 14 16 17
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you	erson. adve uch as eler ber. beauti draftsman. more educ would li	ertising or insumentary or section. practical medical or definition or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. ( ling than what your career?	estate broke ousehold work computer program  bu have at pre	rer. janitor. waiter grammer	13 14 15 16 17 
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you  How satisfied are you with	erson, adve uch as eler ber, beauti draftsman. more educ ou would li	ertising or insumentary or section. practical medical or definition or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. ( ling than what your career?	l estate broke  ousehold work  computer program  bu have at press  1 2	rer. janitor. waiter grammer	13 14 15 16 17 
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you	erson, adve uch as eler ber, beauti draftsman. more educ ou would li	ertising or insumentary or section. practical medical or definition or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. o ling than what your career?	ousehold worker computer program by have at pre	rer. janitor. waiter grammer	13 14 15 16 17 
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you  How satisfied are you with	erson, adve uch as eler ber, beauti draftsman. more educ ou would li	ertising or insumentary or section. practical medical or definition or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. c ling than what y or career?  made towards d (Circl	e one.)	rer. janitor. waiter grammer	13 14 15 16 17 
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you  How satisfied are you with	erson, adve uch as eler ber, beauti draftsman. more educ ou would li	ertising or insumentary or section. practical medical or defined in the section of schoolse in your job No	rance agent. rea ondary nurse, private h ntal technician. ( ling than what year career?  made tewards d (Circl d	e one.)	rer. janitor. waiter grammer	13 14 15 16 17 
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you  How satisfied are you with	erson, adve uch as eler ber, beauti draftsman. more educ ou would li	ertising or insumentary or sectician, practical medical or described or schoolke in your job No	rance agent. rea ondary nurse, private h ntal technician. o ling than what your career?  made towards d (Circl	l estate broke  ousehold work  computer program  bu have at pre	rer. janitor. waiter grammer	13 14 15 16 17 
	PROTECTIVE SERVI     SALES such as salespe     SCHOOL TEACHER so     SERVICE such as barl     TECHNICAL such as co     NOT WORKING  Do you think you will need of work or to advance as you  How satisfied are you with	erson, adve uch as eler ber, beauti draftsman. more educ ou would li	ertising or insumentary or section. practical medical or defined in the section of schoolse in your job No	rance agent. rea ondary nurse, private h ntal technician. o ling than what your career?  made towards d (Circl	l estate broke  ousehold work  computer program  bu have at pre	rer. janitor. waiter grammer	13 14 15 16 17 

### SECTION C: EDUCATION AND TRAINING

This section asks information about your training and education. We would like to find out about the schools you have attended during the last two years. from October 1974 to October 1976. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

### **EDUCATIONAL PROGRESS AND PLANS**

••	Salite ingli selicoly had you can hee diff		. p. c	
	No1 (	GO TO Q. 49		
	Yes2 (	CONTINUE WITH Q.	48	
_	AAM A 8 * 1 8 . 0 480* 4 . 18			•
₹.	What kind of certificate, license, diplo	ma or degree have yo	u earned?	
	1	(Circle as many as apply.)	Date Received Menth Year	Area of Certificate, License, or Degree (For Example, Real Estate License, Shorthand Certificate, Dagree in History)
	A certificate	1	19	
	A license	2	19	
	A 2-year or 3-year vocational degree or diploma	3	19	
	A 2-year academic.degree		· 19	
	A 4-year or 5-year college Bachelor's degree	<b>.</b>	19	•
	A Master's degree or equivalent	6	19	
	Other (specify:	. 7		*

- 49. a. As of the first week of October 1976, what was your highest level of education or training? (Column A)
  - b. As things stand now, how far in school do you think you actually will get? (Column B)

•		Α. `	
	T	Had in	· 8.
		October 1976	/ Plan to get
•	·	(Circle one.)	(Circle one.)
Finished high school .		i 1	(n
Vocational trade or	•	. *	1
business school	Less than two years	2 .,	<u>`</u> 2
-	Two years or more	3	3 3
	Less than two years of college	4	4
	Two or more years of college (including two-year degree)	<b>5</b>	5
College program	Finished college (four- or five-year degree)	6	
	Master's degree or equivalent	7	
•	Ph.D., or advanced professional degree		



	•	•	' <b>I</b>		(Circle one	number on	each line.)	
	<del>-</del>		-		,	Neutral		1
	·×.		7	Very	Semewhat	or No	Somewhat	Very Dissatisf
	•		İ	Satisfied	Satisfied	Opinien	Dissatisfied	DISSATIST
	a. The abili	ty. knowledge.	and personal	,	_	•		- 1
	quali	ties of most tea	chers		2		4	5
	c. Develop	ment of my wo	rk skills		2	3	4	5
	d. My intel	lectual growth				3	4	5
	e. Counseli	ng or job place	ement		2	3	4	5
	f. The buil	dings. library.	equipment. etc.		2		4	5
	g. Cultural	activities. mus	sic. art. drama. (	etc1		3	4	5
	h. The inte	llectual life of t	the school		2	3	4	5
	i. Course o	urriculum		1	2		4 ,	5
			on ⁷					
,	b Sports a	nd recreation f	acilities		2	3	4	5
•	. A. Uporta a	na recreation .	acianes		ř.			-
	••		from October 1		.*		•	
			1	•,			\	
		_						
		ſ	SCHOOL AT	TENDANCE IN	OCTOBER 19	76		
			SCHOOL AT	TTENDANCE IN	OCTOBER 19	76	•	•
	.•		SCHOOL AT	TENDANCE IN	OCTOBER 19	76	•	•
	. · Did you atte	nd school in the	SCHOOL AT		OCTOBER 19	76	•	
•	Did you atte		first week of O	cteber 1976?		76	•	
•	Did you atte	No	e first week of O	cteber 1976? GO TO Q. 66,	p. 15	76	•	
	Did you atte	No	first week of O	cteber 1976? GO TO Q. 66,	p. 15	76	•	
	1	No	e first week of Oc1	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VI <b>TH Q</b> . 53 _			-
	What is the	NoYes	e first week of O	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VI <b>TH Q</b> . 53 _		ek of October	- 1976? (Pi
	What is the	No	e first week of O	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VI <b>TH Q</b> . 53 _		ek of October	1976? (Pl
	What is the print and do	NoYes	e first week of O	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VI <b>TH Q</b> . 53 _		ek of October	<u>,</u> 1976? (Pid
	What is the print and do	No Yes exact name an not abbreviate.	e first week of O	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VITH Q. 53 -	the <u>first</u> wee	ek of October	<u>1976?</u> (Pl
	What is the print and do	No Yes exact name an not abbreviate.	e first week of O	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VI <b>TH Q</b> . 53 _	the <u>first</u> wee	ek of October	. <u>.</u> 1976? (Pid
	What is the print and do	No Yes exact name an not abbreviate.	e first week of O	cteber 1976? GO TO Q. 66, CONTINUE W	p. 15 VITH Q. 53 -	the <u>first</u> wee	ek of October	1976? (Pi
	What is the print and do Sch	No Yes exact name an not abbreviate.	d location of the	cteber 1976?  GO TO Q. 66,  CONTINUE W	p. 15 VITH Q. 53 -	the <u>first</u> wee	ek of October	1976? (Pi
	What is the print and do Sch	No Yes exact name an not abbreviate. nool Name:	d location of the	cteber 1976?  GO TO Q. 66,  CONTINUE W	p. 15 VITH Q. 53 -	the <u>first wee</u>	· · · · · · · · · · · · · · · · · · ·	1976? (Pid
	What is the print and do Sch	No	d location of the	cteber 1976?  GO TO Q. 66,  CONTINUE W	p. 15 VITH Q. 53 - e attending in  State	the <u>first wee</u>	· · · · · · · · · · · · · · · · · · ·	<u>1976?</u> (Pl
	What is the print and do Sch	No Yes  exact name an not abbreviate.  nool Name:  y:  Fachool is this?  Vocational, tr	d location of the	cteber 1976?  GO TO Q. 66,  CONTINUE W  school you were	p. 15 VITH Q. 53 -  attending in  State	the <u>first</u> wee	· · · · · · · · · · · · · · · · · · ·	<u>1976?</u> (Pid
	What is the print and do Sch	No Yes  exact name and not abbreviate and Name:  y:  f school is this?  Vocational, tr. Junior or com	d location of the	cteber 1976?  GO TO Q. 66,  CONTINUE W  school you were  r other career tr.  (two-year)	p. 15 VITH Q. 53 -  attending in  State  aining school	the <u>first wee</u> :1	· · · · · · · · · · · · · · · · · · ·	1976? (Pid
	What is the print and do Sch	No Yes exact name an not abbreviate. nool Name: y:  F school is this?  Vocational, tr. Junior or com College or uni	d location of the	r other career trackitwo-year)	p. 15 VITH Q. 53 -  e attending in  State  aining school	the <u>first wee</u> :1	· · · · · · · · · · · · · · · · · · ·	<u>1976?</u> (Pi
	What is the print and do Sch City What kind of	No	d location of the	r other career tractive years or more)essional school (1976)	p. 15 VITH Q. 53 -  attending in  State  aining school  medical.	(Circle one1	· · · · · · · · · · · · · · · · · · ·	1976? (Pid
	What is the print and do Sch City What kind of	No Yes  exact name an not abbreviate.  sool Name:  y:  f school is this?  Vocational, tr. Junior or com College or uni Independent g d=al, law	rade. business. on munity college iversity (four yet graduate or profer, theology, etc.)	r other career tractive years or more)essional school (1976)	p. 15 VITH Q. 53 - e attending in  State  state  aining school	(Circle one1	· · · · · · · · · · · · · · · · · · ·	1976? (Pla
•	What is the print and do Sch City What kind of	No	rade. business. on munity college iversity (four yet graduate or profer, theology, etc.)	r other career tractive years or more)essional school (1976)	p. 15 VITH Q. 53 - e attending in  State  state  aining school	(Circle one1	· · · · · · · · · · · · · · · · · · ·	<u>1976?</u> (Pla

	When did you first attend this achoul?		onth :	(year)	CON
<b>55.</b>	When did you <u>first</u> attend this school?			(year)	
	A		<u>_</u>		
56.	• Are you currently attending this school?		¥		ž
•	Yes1 No	e left:	(month)		(year)
				-	
<b>57</b> .	During the first week of October 1976, were	you classified by t	his school as a full-tir	ne student?	
		• •			
	Yes	GO TO Q. 59	•		
	No3		TH O. 58		
	•	· .	<b>*</b>		
•		4 9			•
28.	What were your reasons for attending school	i bátt-time instead	•	<b>5</b> •	
	•		(Circle as many	as apply.)	** ***
,	a. Could not afford to go full-time			-	•
	b. Working full-time		2		
	c. Working part-time		3		
	d. Family responsibilities		4	•	
	e. Taking job-related courses		5	· ·	
	f. Taking courses for personal enrichment		6		
	g. Undecided about career plans				
	h. Too much pressure or strain with full-tin				
	i. Health problems or physical handicap			_	•
			)10	•	,
•				, ,	
	, ,			•	
59.	During October 1976, about how many hours	s a wast did voor	rlasses meet in the si	miaeta ae danne	se is which we
37.	were enrolled? Include time in lectures, sho	p, laboratories, etc	C.	miecia di Conta	is in witch yo
	hours per week			•	•
				•	
4			•	•	-
			•	•	
60.	At that time how were you classified by your	'school?		,	
			(Circle or	10.)	
	Freshman (first-year undergra	duate student)		1	
	Sophomore (second-year under			ì	
	Junior (third-year undergradua	•			
	Senior (fourth-year undergradu				
	Graduate or professional studer	nt	5	÷	
	Special student				•
	Other classification (specify: _ My school doesn't classify stud	ents			• * .
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Engine	ering (civil. electrical. m	jechanical, etc.	1	*		
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	,	SCHOOL AT	TENDAN	E IN OCTOE	ER 1975			
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During October 1976, did you work for the scho

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	Freshman (first-year undergraduate student)	
	Sophomore (second-year undergraduate studen)	·
	Junior (third-year undergraduate student)	
	Senior (fourth-year undergraduate student)	
	Graduate or professional student	5
	Special student	∴.6
•	• Other classification (specify:)	
	My school doesn't classify students	8
	1	·
73.	Was your field of study or training area in October 1975 the same as it was in	October 1976?
	·	ircle one.)
	Yes	1 GOTO O. 77, next page
,	No contract to Contract 1000	91
	No. was not in school in October 1976	CONTINUE WITH Q. 74
	No. different from October 1976	3)
		·
74.	As of October 1975, what was your actual or intended field of study or tr	Lining area (for example, practical
	nurse, machinist, beautician, civil engineering, accounting, psychology, hom	e econ mics, etc.)? Please name the
•	' specific field or area:	
	1997-side im to	1
	(Write in):	
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<b>75.</b>	Please select below the category which best describes this field or area.	
	1	· (Circle one.)
•	Agriculture and Home Economics	
	Agriculture and Home Economics	
	Business (accounting, marketing, personnel management, etc.)	
	Office and Clerical (bookkeeping, stenography, general office, etc.)	3
	Computer Technology (keypunch operator, programming, computer operation	ons. etc.) 4
	Education (elementary, special, physical, etc.)	5
	Engineering (civil, electrical, mechanical, etc.)	6
	Mechanical and Engineering Technology (automotive mechanic, machinis electronics, etc.)	t. construction, drafting.
_	Humanities and Fine Arts (music, religion, English, etc.)	
_	Health Services (nursing, lab technician, occupational therapy, etc.)	
	Public Services (law enforcement, food service, recreation, beautician, etc.)	
	Physical Sciences and Mathematics (physics-geology-chemistry, etc.)	
_	Social Sciences (psychology, history, economics, sociology, etc.)	
	Biological Sciences (zoology, physiology, anatomy, etc.)	
	Professional Program (medicine, dentistry, law, theology, etc.)	
•	OTHER field or area (specify:	)15
	UNDECIDED	16
•		
76.	This (above) is:	<u>-</u> ·
		Circle one.)
		1
	An academic program	2
_	A professional program	3
	Other (specify:	4
		r.



None	• •								
A certificate (specify in what:  A license (specify in what:  A 2-year or 3-year vocational degree or diploma  A 2-year or 3-year vocational degree or diploma  A 2-year or 3-year vocational degree or diploma  A 2-year or 3-year college Bachelor's degree  A 4-year or 3-year college Bachelor's degree  A 4-year or 3-year college Bachelor's degree  A Ph.D. or equivalent  A Ph.D. or equivalent  S AN M.D. L.L.B. B.D. D.D. D.D. D.S., or equivalent  (specify degree:  Other (specify:  10    During October 1975, did you work for the school you were attending?  (Circle one.)  Yes, working for pay  Yes, working for pay  Yes, working off cost of tuition, housing, or meals  2 Yes, both of the above  3 No  1 GOTOQ 81  Yes  2 CONTINUE WITH Q. 80    Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?  (Circle one number on each line.  My  NOT My  Reasons  a. Courses more difficult than I expected  1 2  b. Met people with new ideas  1 2  C-Poor-advice on original choice  4 Lack of information on jobs related to original choice  5 Content of Sourses different from what I expected  1 2  1 New information about other fields of study or training areas.  1 2  1 1 2  2 1 1 2  3 1 Interest aroused by courses  1 2  3 Interest aroused by courses  1 2  3 Interest aroused by lob I have held  4 Cher (specify:  1 2  2 CONTINUE WITH Q. 80		, –	<u>^ -</u>		·	(Circle	as many as a	pply.)	
A license tspecify in what:  A 2-year or 3-year vocational degree or diploma  A 2-year or 3-year vocational degree  A 4-year or 3-year college Bachelor's degree  A 4-year or 5-year college Bachelor's degree  A Master's degree or equivalent  A Ph.D. or equivalent  S An M.D. L.L.B., B.D. D.D. D.D.S., or equivalent  (specify degree:  Other tspecify:  Other tspecify:  Pes, working for pay  Yes, working for pay  Yes, working for pay  No  SINCE OCTOBER 1974  Has your field of study or training area changed at any time since October 1974, two years ago?  No  SINCE OCTOBER 1974  Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?  (Circle one number on each line.  My  Reasons  Reasons  Circle one number on each line.  Ay  NoT My  Reasons  Reasons  Circle one number on october related to original choice  Lack of information on jobs related to original choice  Lack of information on jobs related to original choice  Lack of information about other fields of study or training areas  New information about other fields of study or training areas  Interest aroused by courses  More jobs available for graduates in the field I changed to  2 Interest aroused by job I have held  Cother (Specify:  1 2 2  License first first form what I expected  2 2  Retter jobs available for graduates in the field I changed to  2 3  Retter jobs available for graduates in the field I changed to  2 4  Rester jobs available for graduates in the field I changed to  2 5  Retter jobs available for graduates in the field I changed to  2 6  Retter jobs available for graduates in the field I changed to  2 7  Retter jobs available for graduates in the field I changed to  2 8  Retter jobs available for graduates in the field I changed to  2 8  Retter jobs available for graduates in the field I changed to  3 8  Retter jobs available for graduates in the field I changed to  4 2  Retter jobs available for graduates in the field I changed to  4 2  Retter jobs available for graduates in the field I									***
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Yes, working off cost of tuition, housing, or meals			Voe working for n	Δυ.			1		
Yes, both of the above		3							
SINCE OCTOBER 1974  Has your field of study or training area changed at any time since October 1974, two years ago?  No				1	-				
SINCE OCTOBER 1974  Has your field of study or training area changed at any time since October 1974, two years ago?  No			No.				4		
No		<b>~</b> ·	(NO ,		***********				
Has your field of study or training area changed at any time since October 1974, two years ago?  No							•		
No							1		
No				1		l			
No		*		SINC	E OCTOBER 1	974 -		-	'
No		•		SINC	E OCTOBER 1	774		•	,
Yes		•		<del>,</del>					•
Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?  (Circle one number on each line.  My NOT My Reasons  a. Courses more difficult than I expected  b. Met people with new ideas  c. Poor-advice on original choice  d. Lack of information on jobs related to original choice  c. Content of courses different from what I expected  f. New information about other fields of study or training areas  line est aroused by courses  h. More jobs available for graduates in the field I changed to  l. Better jobs available for graduates in the field I changed to  l. Dinterest aroused by job I have held  k. Other (specify:  1 2  2 2  3 3 4 4 5 5 6 6 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8	) <b>.</b>	Has your fi	-	ng area change	d at any time si		1974, two yea	rs ago?	
in your situation?  (Circle one number on each line.  My NOT My Reasons Reasons  a. Courses more difficult than I expected 1 2  b. Met people with new ideas 1 2  c. Poor advice on original choice 1 2  d. Lack of information on jobs related to original choice 1 2  e. Content of courses different from what I expected 1 2  f. New information about other fields of study or training areas 1 2  g. Interest aroused by courses 1 2  h. More jobs available for graduates in the field I changed to 1 2  i. Better jobs available for graduates in the field I changed to 1 2  j. Interest aroused by job I have held 1 2  k. Other (specify: 1 2		Has your fi	No	ng area change	d at any time si OTOQ.81	nce <u>October</u>	1974, two yea	rs ago?	•
in your situation?  (Circle one number on each line.  My NOT My Reasons Reasons  a. Courses more difficult than I expected 1 2  b. Met people with new ideas 1 2  c. Poor advice on original choice 1 2  d. Lack of information on jobs related to original choice 1 2  e. Content of courses different from what I expected 1 2  f. New information about other fields of study or training areas 1 2  g. Interest aroused by courses 1 2  h. More jobs available for graduates in the field I changed to 1 2  i. Better jobs available for graduates in the field I changed to 1 2  j. Interest aroused by job I have held 1 2  k. Other (specify: 1 2	) <b>.</b>	Has your fi	No	ng area change	d at any time si OTOQ.81	nce <u>October</u>	<u>1974,</u> two yea	- rs ago?	•
Courses more difficult than I expected	) <b>.</b>	Has your fi	No	ng area change	d at any time si OTOQ.81	nce <u>October</u>	1974, two yea	rs ago? ,	•
Any Reasons Reasons  a. Courses more difficult than I expected	).	Listed bele	NoYesw are seme reasons y	ng area change	d at any time si OTO Q. 8! ONTINUE WIT:	nce <u>October</u> H Q. 80	•	,	
b. Met people with new ideas  c. Poor-advice on original choice  d. Lack of information on jobs related to original choice  e. Content of courses different from what I expected  f. New information about other fields of study or training areas  g. Interest aroused by courses  h. More jobs available for graduates in the field I changed to  i. Better jobs available for graduates in the field I changed to  j. Interest aroused by job I have held  k. Other (specify:  2  1  2  2  3  4  5  6  7  7  8  7  8  7  8  7  8  7  8  7  8  7  8  8	).	Listed bele	NoYesw are seme reasons y	ng area change	d at any time si OTO Q. 8! ONTINUE WIT:	nce <u>October</u> H Q. 80 raining areas	r. What were	the reason	
b. Met people with new ideas  c. Poor advice on original choice  d. Lack of information on jobs related to original choice  e. Content of courses different from what I expected  f. New information about other fields of study or training areas  g. Interest aroused by courses  h. More jobs available for graduates in the field I changed to  i. Better jobs available for graduates in the field I changed to  j. Interest aroused by job I have held  k. Other (specify:  2  1  2  2  3  4  5  6  7  7  7  8  7  8  7  8  7  8  7  8  7  8  8	).	Listed bele	NoYesw are seme reasons y	ng area change	d at any time si OTO Q. 8! ONTINUE WIT:	nce <u>October</u> H Q. 80 raining areas	r. What were	the reason	
b. Met people with new ideas  c. Poor advice on original choice  d. Lack of information on jobs related to original choice  e. Content of courses different from what I expected  f. New information about other fields of study or training areas  g. Interest aroused by courses  h. More jobs available for graduates in the field I changed to  i. Better jobs available for graduates in the field I changed to  j. Interest aroused by job I have held  k. Other (specify:  2  1  2  2  3  4  5  6  7  7  7  8  7  8  7  8  7  8  7  8  7  8  8		Listed bele	NoYesw are seme reasons y	ng area change	d at any time si OTO Q. 8! ONTINUE WIT:	nce <u>October</u> H Q. 80 raining areas	r. What were	the reason	
c:—Poor-advice on original choice		Listed bele	NoYesw are seme reasons y	ng area change	d at any time si OTO Q. 8! ONTINUE WIT:	nce <u>October</u> H Q. 80 raining areas	r. What were	the reason	
d. Lack of information on jobs related to original choice		Listed bele in your situ a. Course	No	ng area change	d at any time si OTO Q. 8! ONTINUE WIT: ange fields or ti	nce <u>October</u> H Q. 80 raining areas	R. What were cle one numb	er on each NOT My Reasons	
e. Content of courses different from what I expected	•	Listed bele in your situ a. Course b. Met pe	No	ng area change	d at any time si OTO Q. 8! ONTINUE WIT: ange fields or ti	nce <u>October</u> H Q. 80 raining areas	R. What were cle one numb	er on each NOT My Reasons22	
f. New information about other fields of study or training areas		a. Course b. Met po	No	ng area change	d at any time si OTO Q. 8! ONTINUE WIT: ange fields or to	nce <u>October</u> H Q. 80 raining areas	R. What were cle one numb	er on each NOT My Reasons22	
more jobs available for graduates in the field I changed to		a. Course b. Met po	No	I expected	d at any time si OTO Q. 81 ONTINUE WITH ange fields or to	raining areas	R. What were cle one numb	er on each NOT My Reasons222	
more jobs available for graduates in the field I changed to		a. Course b. Met po c. Poor-a d. Lack (e. Conter	No	I expected	d at any time si OTO Q. 81 ONTINUE WITH ange fields or to	raining areas	R. What were cle one numb	the reason er on each NOT My Reasons2222	
h. More jobs available for graduates in the field I changed to		a. Course b. Met po c. Poor-a d. Lack (e. Conter	No	I expected	d at any time si OTO Q. 81 ONTINUE WITH ange fields or to	raining areas	R. What were cle one numb	the reason er on each NOT My Reasons2222	
i. Better jobs available for graduates in the field I changed to	•	a. Course b. Met pe c. Poor-a d. Lack o e. Conter f. New in	No	I expected	d at any time si OTO Q. 8! ONTINUE WIT: ange fields or to	raining areas	R. What were cle one numb	the reasons  or on each  NOT My Reasons 2 2 2 2 2 2	
j. Interest aroused by job I have held		a. Course b. Met pe c. Poor-a d. Lack o e. Conter f. New in	No	I expected	d at any time si OTO Q. 8! ONTINUE WIT: ange fields or to	raining areas	R. What were cle one numb	the reasons  or on each  NOT My Reasons 2 2 2 2 2 2	
k. Other (specify:		a. Course b. Met pe c. Poor-a d. Lack c e. Conter f. New in g. Intere h. More	No	I expected	d at any time si OTO Q. 8! ONTINUE WIT. ange fields or to spected y or training are	raining areas	R What were cle one numb  My Reasons  1	the reason er on each NOT My Reasons2222222	
	).	a. Course b. Met pe c. Poor a d. Lack c e. Conter f. New in g. Intere h. More i. Better	No	I expected	d at any time si OTO Q. 8! ONTINUE WIT.  ange fields or to  inal choice	raining areas	R What were cle one numb  My Reasons  1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	the reason er on each NOT My Reasons22222222	
	).	a. Course b. Met pe c. Poor-a d. Lack o e. Conter f. New ii g. Intere h. More i. Better j. Intere	No	I expected	d at any time si OTO Q. 81 ONTINUE WITH ange fields or to inal choice	raining areas	R. What were cle one numb  My Reasons	the reason er on each NOT My Reasons22222222	
	).	a. Course b. Met pe c. Poor-a d. Lack o e. Conter f. New ii g. Intere h. More i. Better j. Intere	No	I expected	d at any time si OTO Q. 81 ONTINUE WITH ange fields or to inal choice	raining areas	R. What were cle one numb  My Reasons	the reason er on each NOT My Reasons22222222	

### 82. What were your reasons for changing schools?

(Circle one number on each line.)

	-	My Reasons	Reasons
a.	Enrolled in graduate or professional study at another school	1	2
b.	My interest changed, and my former school did not offer the course study I wanted  Wanted to attend a less expensive school  Wanted to be at a smaller school	of 1	2
c.	Wanted to attend a less expensive school		2
d.	Wanted to be at a smaller school	1	<u>.</u> 2
e.	Wanted to be at a larger school	1	2
f.	Wanted to attend school closer to home		2
g.	Wanted to attend a school farther away from home	1	2
h.	Wanted to attend a school that would give me better career opportunit		
i.	Wanted to attend a more prestigious school		
j.	Wanted to attend a school where I could maximize my intellectual and personal development		, •
k.	More group or social activities of interest	1	2
i.	Transferred from a two-year to a four-year school to continue my education	1	2 -
m.	Family responsibilities		2
n.	Health problems or physical handicap		
o.	Other (specify:	)1	2

83. 'Since October 1974, have you withdrawn from any school before you completed your studies at that school?'
(Circle one.)

No1	GO TO Q. 85. next page
Yes. but I have since returned to school2	)
Yes, but plan to return before October 19773	CONTINUE WITH Q. 84
Yes, and I do not plan to return before October 19774.	,
3	

84. What were your reasons for withdrawing?

(Circle one number on each line.)

·	•	My Reasons	NOT My Reasons
a.	Health problems or physical handicap	1	2
Ъ.	Had-financial difficulties	1 ,	2
c.	Was offered a good job	. <i></i>	2 ,
d:	Got married or planned to get married	1 <i>.</i>	2
e.	School work was not relevant to the real world		
f.	Wanted to get practical experience	1 <i>.</i>	2
g.	Failing or not doing as well as I wanted		i i
h.	Wasn't really sure what I wanted to do		
i.	Transferred to another school		
i.	Family responsibilities		
k.	Other (describe:		



	•		, <u>,</u>		<b>&gt;</b>	CON
<b>85.</b>	October 1976. D	well you have done in all So not include grades from	n graduate or prefi	rssional school. (Cir	cle one number in (	ielumn A.)
	b. Estimate hew 1974 through O in Column B.)	well you have done in yo ctober 1976. De not inclu	our coursework or de grades from gr	pregrams enly in t aduate or professio	he 2-year period fro nal school. (Circle o	m <u>Octobe</u> me numbe
			* •	Α.	B.	* .
			*	From H		
•				School October		
	Mostly A (3.75-	l.00 grade point average)		1		
*		d half B (3.25-3.74 grade				
		3.24 grade point average)				
	About half B an	d half C (2.25-2.74 grade	point average)	4	<b>4</b>	
		2.24 grade point average)			5	
•		d half D (1.25-1.74 grade			6	1
		ow (less than 1.25)			• • • • • •	•
		any courses for which gr				
	, , , , , , , , , , , , , , , , , , , ,	, <b>,</b>		•••••••••••••••••••••••••••••••••••••••		*
		, 1,	•	•		
	6	1	•			
86.	Considering all of	the schools you have at	tended			
	since high school, d	le ANY of those schools o	or pro.			
	grams give credits	which can be used for a	4-year			
	college Bacheler's o	•		,	•	
	I don't know1	GO.TO 0, 88	•		1	
	14021	_	<u>.</u>	• 4		•
	Yes3	CONTINUE WITH Q. 87	7 <del>→→ 87</del> .		h school, about hew	
				* !	irned by <u>October, 197</u>	6?
	*	•		(Write in.)		• *
					f quarter hours	,
	_	,			f semester hours	
	•	ý			f other type of credi	ts
	*	*		(specify t	Abé:	<del></del> '
			•	,	•	
			•	•	*	
-		<del></del>		<del></del>		-
٠		SCHOOL FINANCES FE	ROM FALL 1974 TH	IROUGH SUMMÈR	1976	-
					<del></del>	• \
		• .				
٠	-				ļ	
The	following questions a	sk about your school fina	nces for the two ti	me periods of (a) 'F	Fall 1974 through Su	mmar 1975
and	(b) Fall 1975 through	Summer 1976. Please mollar amount for a particular	ake sure vou answ	er each question for	both time periods.	If you are
	ts .				*	
•	)°				•	
<b>88</b> .	Were you in school 1975 or (b) Fall 1975	at any time during either through Summer 1976?	er of the twelve-mo	onth periods from (	a) <u>Fall 1974 through</u>	Summer
		(a)		-	(b)	
	Fall	1974 - Summer 1975	·	Fall 1975	- Summer 1976	
<u> </u>	Yes1	How many months?	Yes	1 B	low many months?	
	No2	· · · · · · · · · · · · · · · · · · ·	<del></del>	2	many monera.	<del></del>

Considering the two time periods of (a) Fall 1974 through Summer 1975 and (b) Fall 1975 through Summer 1976, what is your estimate of new much it cost for you to live and go to school, regardless of who paid? Estimate the amounts and record them below. Enter a zero, "0," where you had no expenses.

Do not include costs after Summer 1976. Record your expenses for the time you were in school only.

Tuition and fees  Books and supplies  Transportation to and from class from where I lived while attending school Other school-related expenses Housing and meals while enrolled in school All other expenses while enrolled in school medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  Ves. Fall 1974 - Summer 1975 Yes. Fall 1975 - Summer 1976 Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or been a zero, "0," where you received no financial assistance. Do not	1975 and (b) Fartogo to school  2 3 4 nefit you receive	il 1975 through Summ ? GOTOQ. 92 CONTINUE WITH Q.
Tuition and fees  Books and supplies  Transportation to and from class from where I lived while attending school Other school-related expenses Housing and meals while enrolled in school All other expenses while enrolled in school medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  Ves. Fall 1974 - Summer 1975 Yes. Fall 1975 - Summer 1976 Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or been a zero, "0," where you received no financial assistance. Do not	1975 and (b) Falto go to school  1 2 2 3 4 nefit you receive include loans.	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
Books and supplies  Transportation to and from class from where I lived while attending school  Other school-related expenses  Housing and meals while enrolled in school  All other expenses while enrolled in school  medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS, which is supplied to the scholarship, fellowship, grant, or benefits  No  Yes, Fall 1974 - Summer 1975  Yes, Fall 1975 - Summer 1976  Yes, both of these periods  imate the amounts for each scholarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
Transportation to and from class from where I lived while attending school  Other school-related expenses  Housing and meals while enrolled in school  All other expenses while enrolled in school  medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS, Assidering the two time periods of (a) Fall 1974 through Summer 1 you receive any kind of scholarship, fellowship, grant, or benefits  No  Yes. Fall 1974 - Summer 1975  Yes. Fall 1975 - Summer 1976  Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or be er a zero, "0," where you received no financial assistance. Do not	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
where I lived while attending school Other school-related expenses Housing and meals while enrolled in school All other expenses while enrolled in school medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  SCHOLARSHIPS, FELLOWSHIPS,  SCHOLARSHIPS, FELLOWSHIPS,  SCHOLARSHIPS, FELLOWSHIPS,  SCHOL	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
Housing and meals while enrolled in school  All other expenses while enrolled in school  medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  Yes Fall 1974 - Summer 1976  Yes. Fall 1975 - Summer 1976  Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  scidering the two time periods of (a) Fall 1974 through Summer's you receive any kind of scholarship, followship, grant, or benefits  No  Yes. Fall 1974 - Summer 1975  Yes. Fall 1975 - Summer 1976  Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
All other expenses while enrolled in school: medical, dental expenses, debt payments, insurance, taxes, child care, etc.  HOW MUCH MONEY IS THIS IN TOTAL?  SCHOLARSHIPS, FELLOWSHIPS, GRANTS,  scidering the two time periods of (a) Fall 1974 through Summer's you receive any kind of scholarship, followship, grant, or benefits  No  Yes. Fall 1974 - Summer 1975  Yes. Fall 1975 - Summer 1976  Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
insurance, taxes, child care, etc	1975 and (b) Falto go to school  1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	S.  Il 1975 through Summ  GO TO Q. 92  CONTINUE WITH Q.  vod, and record them
SCHOLARSHIPS, FELLOWSHIPS, GRANTS, A seldering the two time periods of (a) Fall 1974 through Summer 1 you receive any kind of scholarship, fellowship, grant, or benefits  No  Yes. Fall 1974 - Summer 1975  Yes. Fall 1975 - Summer 1976  Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or be er a zero, "0," where you received no financial assistance. Do not	1975 and (b) Fall to go to school 1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	ii 1975 through Summ?  GO TO Q. 92  CONTINUE WITH Q.  ved, and record them
you receive any kind of scholarship, fellewship, grant, or benefits  No  Yes. Fall 1974 - Summer 1975  Yes. Fall 1975 - Summer 1976  Yes. both of these periods  imate the amounts for each scholarship, fellowship, grant, or be er a zero, "0," where you received no financial assistance. Do not	1975 and (b) Fall to go to school 1 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	ii 1975 through Summ?  GO TO Q. 92  CONTINUE WITH Q.  ved, and record them
you receive any kind of schelarship, fellowship, grant, or benefits  No Yes. Fall 1974 - Summer 1975 Yes. Fall 1975 - Summer 1976 Yes. both of these periods  imate the amounts for each schelarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	nefit you receive	? GOTOQ. 92 CONTINUE WITH Q. ved, and record them (b)
you receive any kind of schelarship, fellowship, grant, or benefits  No Yes. Fall 1974 - Summer 1975 Yes. Fall 1975 - Summer 1976 Yes. both of these periods  imate the amounts for each schelarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	nefit you receive	? GOTOQ. 92 CONTINUE WITH Q. ved, and record them (b)
Yes. Fall 1975 - Summer 1976  Yes. both of these periods  mate the amounts for each schelarship, fellowship, grant, or be a zero, "0," where you received no financial assistance. Do not	nefit you receive include loans.	ved, and record them
Yes, both of these periods	nefit you receivinclude loams.	ved, and record them
mate the amounts for each schelarship, fellowship, grant, or be er a zero, "0," where you received no financial assistance. Do not	nefit you receivinclude loans.	* ÷ (b)
er a zero, "0," where you received no financial assistance. Do net	include loans.	* ÷ (b)
	Summer 1975	Summer 1976
Basic Educational Opportunity Grant \$		
Supplemental Educational Opportunity Grant		
College scholarship or grant from college funds \$		
ROTC scholarship or stipend	·	
Nursing Scholarship Program\$	<del></del> ;	2
	''	
Social Security Benefits (for students 18-22 who are children of disabled or deceased parents)	<del></del>	s
Veterans Administration War Orphans or Survivors Benefits Program	· · · · · · · · · · · · · · · · · · ·	s
Veterans Administration Direct Benefits (GI Bill) \$		s
State scholarship\$		s
Other scholarship or grant (write in: 8) \$		<b>s</b>
ral dollar value		<b>s</b>
P		
LOANS	-	•
LOARS	•	
sidering the same two periods from (a) Fall 1974 through Sumr i, did you receive a loan to go to school?	<u>mer 1975</u> and (b	) Fall 1975 through !
_ No	1 d	GO TO Q. 94, next pag
Yes. Fall 1974 Summer 1975		
Yes. Fall 1974 - Summer 1976	ر٠) ۽	CONTINUE WITH Q.
		Comminde mitu â
Yes, both of these periods		y•

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-	-			
	CO	NT	INL	Æ

<b>93.</b>	Estimate the amounts for each loan you received and record th you received no loan.	em below. Enter a zero, "0,	" where
		Fall 1974- Summer 1975	Fail 1975- : Summer 1976
	Federal Guaranteed Student Loan	\$	.\$
	State loan	\$	.\$
	Regular bank loan	\$	
ļ	National Defense (Direct) Student Loan	<b>\$</b>	\$
	Nursing Student Loan	\$	.\$
	School or college loan	.s <u> </u>	.\$
	Relatives or friends	\$ <u> </u>	.\$
	Other loan (write in:	- \$	.\$
•	TOTAL DOLLAR VALUE	\$	
1	FINANCIAL ASSISTANCE FROM RELA	TIVES OR FRIENDS	
i			
M.	Considering the two time periods of (a) Fall 1974 through Sunidid you receive financial assistance (not a lean) from any relati	mer 1975 and (b) Fall 1975 ( ives or friends të ge te schee	through Summer 1976,
	No	1 GO TO C	2. 96
,544	Yes, Fall 1974 - Summer 1975	***	•
ን •	Yee, Fall 1975 - Summer 1976	} CONTIN	VUE WITH Q. 95
	Yes, both of these periods	4	Ī.
95.	Estimate the amounts you received and record them below. Es	nter a zero, "0," where you	received no financial
r		(a) Fall 1974	(b) Fail 1975-
∤.		Summer 1975	Summer 1976
(Z)	Parents	\$	• •
	Husband or wife	<u> </u>	s' ——
χ ·′ .	Other family or friends	\$	
\ ;		· · · · · · · · · · · · · · · · · · ·	·•
1	TOTAL DOLLAR VALUE	· · · · · · · · · · · · · · · · · · ·	.\$
	MONEY YOU HAD SAVED OF	BARNED	• • • • •
-	ANDRE) TOO HAD SAVED ON	EARNED	•
.96.	Considering the same two periods from (a) Fall 1974 through 1976, did you pay any of the costs to go to school from money yo	Summer 1975 and (b) Fall	1975 through Summer
		•	
•			2. 98. neží page 🥤
· ·	Yes, Fall 1974 - Summer 1975		
-	Yes, Fall 1975 - Summer 1976	3 CONTIN	IUE WITH Q. 97
	Yes, both of these periods		*
			٠
<b>77</b> :	Estimate the amounts and record below. Enter a zero "0," wher	•	,
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	(a) Fail 1974	. (b) 以Fail 1975
		Summer 1975	Summer 1976
-	Own savings or summer earnings	s · · ·	s
	College work-study or cooperative education program	\$	\$
	Teaching or research assistantship	\$	\$
	Other earnings while taking courses	\$	\$
•			<del></del>
	TOTAL DOLLAR VALUE	\$	\$
	B	•	

### SCHOOL FINANCES FROM FALL 1976 THROUGH SUMMER 1977

98.	Are you or will you l	be in school at any	time from Fall 1976	through Summer 1977	<u>?</u> .	
, .	· No ::	, ,	· 4···1 GOTOO 10	, *		
			:		•	
	Yes		3 CONTINUE	WITH Q. 99		
	•	•				
99.	What is your estima Estimate your expen	ite of how much it was and record the	will cost for you to l im below. Enter a 2	ive and go to school there, "0," where you ex	nis year, <u>regardless (</u> xpect no expenses.	of who pays?
	. Tuition and	fees:		\$	•	
-				4.7		-
	Transporta where I	ition to and from cl live while attendin	ass from g school	\$		
•	Other scho	ol-related expenses	8	\$	•	
	Housing an	d meals while enro	olled in school	\$	) (	
	ı medical	xpenses while enrol		, e'	<b>*</b>	
	insuran	ce, taxes, chird care	e, etc	<del>'</del>		
	HOW MUC	H MONEY IS THIS	S IN TOTAL?	\$		
	• •		,			
100	How are you meeti	na (or planning to	meet) these expens	es? Estimate the am	ounts you expect to	receive from
100.	each source and rec	ord them below. E	inter a zero, "0," wh	eré you expect no mo	ney.	-
		٠	•	Amount will receive		
•	<u>-</u> 1 . :	•	*	from each source		
				\$		
		)		\$		
	•	•			•	
暖"						•
			ntship			
					•	
<b>&gt;</b> •	Spouse's ir	ncome		\$		
,	Savings	• • • • • • • • • • • • • • • • • • • •	:	<u> </u>		
. /	Parents				٠.	
$\mathcal{L}$	Other rela	tives or irienas		<u> </u>		1
(	Other (spe	ecify:	)	**************************************		
1	)	*	, •	•		
, ,	<b>.</b> .			SIGNAL SCHOOL	1	-
, '	7	GRAD	UATE OR PROFE	SIONAL SCHOOL		
		•	-		•	
		/	- • • • • • • • • • • • • • • • • • • •		*	
, 101.				cellege er university?	•	
	· No		1 GO TÓ Q. 10	08, p. 24		,
	Yes	,,	2 CONTINUE	WITH Q. 102		•
• ,	-	• • •	•			
102.	Did you formally a at any time before	pply for admission October 1976?	(fill out a form and	send it in) to any grad	luate or professional	school
	No		1 GO TO Q. J	(4, ñext page		
			2 CONTINUE		-	,
	∌י.					

CONTINUE

<i>ن</i> • .			(a) . Was <u>Accepted</u>	(b) Applied for Financial Assistance	(ç) Was Offered Financial Assistance	(d) Enrell
First Choice	<del>-</del>		•	•	•	
School:		State:	Yes 1	Yes1	Yes 1	Yes .
Departmer	t or program:		No 2	No 2	No2	No
Second Che	<del>-</del> "	0	•	•	è	•
		State:	 Yes1	Yes 1	<i>;</i> Yes 1	Yes.
	t or program:		No2	No 2	No 2	No
Third Choic	**	<b></b>			•	
School:			!			
City: \	t or program:	State: `		Yes 1 No 2	Yes1	Yes . No
- cpero consci	to program.			110 2	110	INO

105. Which of the following factors are important reasons for your not attending graduate or professional school?

(After you have answered this question, go to Q. 108, next page.)

(Circle as many as apply,)

GO TO Q. 108. next page

a.	I have no interest in graduate or professional education 1
b.	I have family responsibilities that require my presence at home
c.	I was refused a loan3
d.	I cannot financially afford to attend graduate school at the present time
e.	can earn a satisfactory income without attending graduate school
f.	I want additional work experience before applying to graduate school
g. '	My career goals are very uncertain
h.	I do not need an advanced degree to succeed in the field I am now in (or want to enter)
i.	I'm tired of school 9
j	I was not accepted at the institution of my choice10
k.	Health problems or physical handicap11
1.	Other (specify:

23



106.	How important was each of the following reasons in ye deciding to attend graduate or professional school?	•	ala ana numb	er en each lir	<b></b> 1
		•	Cia oue nous		•
		Determining Factor	Important		-Did NOT Consider
	Obtaining credentials for a specific career		2	3	4
	No cotiefactory jobs available		2		4
	Retter salary		2	3	4
	Enjoy school		2	3	4 •
٠.	Interest in subject matter		2		4
	Better job opportunities	1	,2	3	4
	Other (specify:		2	3	4
			_	••	
107.	How important was each of the following reasons enrolled for your graduate or professional study?	•		t	
		(Ci	rcle one numi	er on each li	ne.)
•	- Table 1	Determining Factor	Important	Net Important	Did NOT Consider
	-a. Cost of attending	1	2	3	4
	· h Availability of financial aid	<b></b>	2		
	Decemberdation of undergraduate professor		<b>. 2</b>	3	4
	d. Presence of a particular professor at the instituti	on	2	3	4
	Ouglitude a negligible department		2	3	4
	f Denutation of the institution		2	3	4
	a Location		2	3	_{. ي} 4 مين
	h. Library facilities		2	3 ,,,,,	4
	i Provimity to engues's school/work		2	3	4
-	j. Other (specify:	)1	2	3	4
	j. Odki ispecily.				١.
	OTHER.	TRAINING			• `
	•			,	
106	Since Careber 1974, have you participated in any pro-	gram such as en-the-	job training,	registered ap	prenticeship's
4	manpower training programs, personal enrichment,	, er cerrespendence	ceurses? Do		
	and college programs.	COTO O US nave	, D <i>ana</i>	1	17
1	No1 'Yes2				
•	. Yes	COMMINGE WITH Q	, 10 <del>7</del>		i
100	. What type of training program(s) or course(s) have	you participated in?	1		
107	*		i e as many as	apoly.)	
•		<del>-</del>	•		
	a. An Armed Forces training program	n	-		
	b. On-the-job training (a program of i normal working hours)	nstruction during	22		
	1	truction other than	,		•
-	on-the-job training		3		
	d. Formal Registered Apprenticeship union)	,	4	-	
	e. Manpower Development and Train	ing (MDTA)	5		1
	f. Work Incentive (WIN)	٠٠٠٠٠٠٠٠٠	6		
	g. Neighborhood Youth Corps (NYC)		7		
	h. Comprehensive Employment and				
	i. Other manpower program (specify			W	<b>,</b>
	j. Correspondence course(s)		10	~~~	
	k. Non-credit courses for personal en				
. **	1. Other (specify:		_)12	•	
		2	0 -		

110.	Were you being trained for some type of work?	CONT
1	No	1 GO ТО Q. 112
₹	· Yes	2 CONTINUE WITH Q. 111
•	•	
111.	What type of work were you being trained for or learn gram, answer for the one in which you spont the most photography, sales, etc.)	ning about? If you have participated in more than one pre- time. (Examples: plumbing, typing, auto mechanic work,
	(Write in):	
•		
112.	How long is (or was) this program scheduled to	113. Have you completed this program?
	last?	, , , ,
	(Circle one.)	(Circle one.)
	Less than one month1	Yes1
	One to five months2	No, left without completing2
	Six to eleven months3	No, still enrolled3
	One year or more4	
		•
•	;	
	•	
114.	Have you used this training on any job?	· ·
	Yes1	•
	. No	
		•
115.	gram or training center in finding a job?	the assistance yeu received (are receiving) from the pro- (Circle one.)
	DOES NOT APPLY TO ME since my training was in the job. or for personal enrichment	e military, on-the-
	I did not want or did not need help from the center in fi	
	I wanted and needed help but did not receive any from	
	The center provided information on job openings in my	
	The center put me directly in touch with possible emplo	
	a job for me	
	i o	•
	• - ••	,
116.	training grantem you attended since Cataban 18743	might use what you learned from any school, college, or
	'No. because I have NOT attended any school or college	since October 19741 SKIP TO SECTION D. next page
	No. although I HAVE attended a school or college since	October 1974 2 SKIP TO SECTION D. next page
	Yes	3 CONTINUE WITH O. 117
,		
117.	Did you find work for which you could use what you lee	med?
	The state that the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the	(Circle one.)
	Yes. in the locality where I received my to	
•	Yes. somewhere else	
	Yes. both of the above	
	No	4

## SECTION D: MILITARY SERVICE

118.	Since October 1974, have you served in the Ar	•		(Circle one	.)	
	NoYes. National Guard or Reserve			1	UP TO SECTIO	N F novi Dave
	Yes, National Guard or Reserve	s but not ac	tive duty	2} 3"	MP. 10 SECTION	V L. HEAT PURC
	Yes, active duty	• • • • • • • • • •		3 C	ONTINUE WITH	I Q. 119
119.	In which branch of the Armed Forces did you	serve?	(Write in):			
120.			(month)			
121.	Have you received (or are you receiving) Forces?	four or me	ore weeks of sp	ecialized sc	hooling while in	the Armed
	No1	GO TÒ Q: 1.	23	•		
	Yes		f			ma2 (Plane)
122.	What is the name of the specialized schooling print and do not abbreviate.)	ng program	in which you s	perit the long	gest period of fi	Me: /Fiesa
	Name of program:	5000	···	1		
123.	Specify your current primary military species (Army-MOS, Air Force-AFSC, Marines Navy-NEC). (Please print and use standard	-MOS,	heid?		hest pay grade	you have
	breviations.) Specialty Code:	<u> </u>	ray į	grade:	<u> </u>	
		and Earces t	hat.	c		
125.	Have you taken any courses while in the Arn	Med Later	((	Circle one nu	mber on each li	ne.) ှ
	•			Yes	No	
	Prepared you for the high school equiva	lency test?		1	2	
	Prenared you for equivalency tests that	Call of rave	it tot conege cre	·····		
	Were college-sponsored courses which g	ave college	credits?	1	2	
124	Are your currently on active duty?		-			,
124.	No (Date left: mon	th ´	vear)	1 S	KIP TO SECTIO	N E. next pag
	Yes			2 C	ONTINUE WITH	H Q. 127
•						
127.	How long do you expect to be on active duty	in the Arme	d Forces?	(Circle or	ne.)	
	For a two-year four of duty on	ly		1	٠.	
	-For a three- or four-year tour	of duty		2		
	For more than one enlistment,	but less tha	n a full career	3		
	For a full career (20 years mir	imum)		4	,	
	Have not decided					
	*			•		
· 128.	What do you plan to do when you get out of	the Armed F	ferces?	Circle one n	umber en each l	ine.)
		4	·	My	, NOT My	
*	* .*		•	Plans		
	Full-time or part-time work			1	2	
	Graduate or professional school, either full-	time or part	-time	1		• ,
	College, either full-time or part-time			11	2	
	Technical, vocational, or business or career	training sci	hool, either		2	:
!	Registered apprenticeship or on-the-job trai	ining progra	m	1	Z	
	Retire					
,	Indecided			1	. , Z	•
	Other (specify:					
	• • -					





## SECTION E: FAMILY STATUS

`129.	What was your marital status, as of the first week of October 1976?	*
	(Circle	ene.)
	Never married, but plan to be married within the next	· }
	Never married, and don't plan to be married within the next 12 months	GO TO Q. 137, next page
	Divorced, widowed, separated	CONTINUE WITH Q. 130
	Married4	
130.	'What, was the date of your marriage?	•
•	(month) (year)	ı
		•
131.	As of the <u>first week of October 1976</u> , what was your husband or wife doing?	•
	(If you were not married in the first week of October 1976, check here and go to	-
	(Circle as man	y as apply.)
	Working for pay at a full-time or part-time job	• *
	Enrolled in graduate or professional school2	
	Taking academic courses at a two- or four-year college3	
	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	
	On active duty in the Armed Forces (or service academy)5	
	Homemaker 6	
	Temporary layoff from work, looking for work, or waiting to report to work	
	Other (describe:)8	
132.	Please describe below the job your husband or wife held during the <u>first week</u> of O	
1961	(If your spouse was not working, check here \( \square\) and go to Q. 135, next page.)	CT800P 1976.
	a. For whom did ne/she work? (Name of company, business organization, or other	employer)
	(Write in):	
	b. What kind of business or industry was this? (For example, retail shoe store, res (Write in):	taurant, etc.)
	c. What kind of job or occupation did he/she have in this business or industry waitress, secretary, etc.)	? (For example, salesperson,
	(Write in):	<del></del>
	<ul> <li>d. What were his/her most frequent activities or duties on this job? (For exon tables, typing and filing, etc.)</li> </ul>	cample, seiling shoes, waiting
~	(Write in):	
•	e. Was he/she:	(Circle one.)
	An employee of a PRIVATE company, bank, business, school, or indiwages, salary, or commissions?	vidual working for
	A GOVERNMENT employee (Federal, State, county, or local institut	
	Self-employed in his/her OWN business, professional practice; or farg	n?3
	Working WITHOUT PAY in family business or farm?	4



_	_	
CONT	NUI	ED

	- Hours per week	•
		to the laboratory at this tak? (Basest his /hou muses
•	In an average week, appreximately hideductions. If not paid by the week, p	ew much did he/she earn at this job? (Report his/her gross ( lease ertimate.)
	s per weck	١,
	(Earnings before deductions)	1.
	3	
	As of October 1976, what was the high	est level of education that your husband or wife had attained
	•	(Circle on
	Some high school, or less	1
	Finished high school	
	Vocational trade or	
	business school	Less than two years3
		Two years or more4
	-	Less than two wars of college5
		Two or more years of college tincluding
	.College program	two-year degree)6
	Conege program:	Finished college (four- or five-year degree)
	· 1	Master's degree or equivalent8
		Ph.D., or advanced professional degree9
		( FILD., or advanced professional degree
		• • •
-	·	
		'
•	New please think back a year to Fall	1975. What was your husband or wife doing in October 1975?
•	Now please think back a year to Fall (If you were <u>not</u> married in October I	975, check here 🔲 and continue with Q. 137.)
•	New please think back a year to Fall (If you were <u>not</u> married in October I	1975. What was your husband or wife doing in October 1975? 975. check here and continue with Q. 137.) (Circle as many as apply.)
•	(If you were <u>not</u> married in October l	975, check here 🔲 and continue with Q. 137.)
•	(If you were <u>not</u> married in October I Working for pay at a fu	975, check here and continue with Q. 137.) (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or	975, check here and continue with Q. 137.)  (Circle as many as apply.)  ill-time or part-time job
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (In the circle as many as apply.)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (In the circle as many as apply.)
	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for examother career training	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for examother career training) On active duty in the A	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for examother career training) On active duty in the A	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam other career training On active duty in the A Homemaker Temporary layoff from	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (Circle as many as apply
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam other career training On active duty in the A Homemaker Temporary layoff from to report to work	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (As apply.)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam other career training On active duty in the A Homemaker Temporary layoff from	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (A professional school as a school apple. vocational. trade. business. or g school)  (Circle as many as apply.)  (Circle as many as apply.)  (A professional school as a school apple. vocational. trade. business. or g school)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam other career training On active duty in the A Homemaker Temporary layoff from to report to work Other (describe:	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (As apply.)  (Circle as many as apply.)
•	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam other career training On active duty in the A Homemaker Temporary layoff from to report to work Other (describe:	(Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (A)  (Circle as many as apply.)  (Circle as many
7.	Working for pay at a fu Enrolled in graduate or Taking academic cours Taking vocational or te or college (for exam other career training On active duty in the A Homemaker Temporary layoff from to report to work Other (describe:	(Circle as many as apply.)  Ill-time or part-time job



	(Circle ene.)				
,	056	7	8 or more		
			• 1	<b>.</b> ,	ŕ
	b. As of the first week of October 1976, how many children did	you have		-	
	(Circle one.)	•			
8	023456 or m	ore			
	c. When do you expect to mayo your first (next) child?			•	
	,		(Circle one.)		•
	Don't expect to have a (another) child		1		
	Within the next year		2		
	Between one and two years from now		3		
	Between two and three years from now				
	Between three and five years from now				•
	More than five years from now				
	Don't know				
	7		*****		
_	Stat tooluston secural from property		e.\	A 44 4	
7.	Not including yourself, how many persons were dependent up support as of the first week of October 1976?	pen yeu	for more than	one-half of the	Hr f
		-	_1		~
	(Circle one.)	ı	1	•	
-	° 0123456 or m	ore	13		
•••	As of the <u>first week of October 1976</u> , were you dependent upo	u Aont ['] t	arents, speuce,	or any omer	rela
	friends for more than ene-half of your financial support?	• 1	circle one numb	•	
	friends for more than ene-half of your financial support?	: (	Circle one numb	er on each line	
	friends for more than ene-half of your financial support?	: (	Circle one numb	er on each line	
	friends for more than one-half of your financial support?  Parents	5 (	Circle one numb	er on each line No2	
	friends for more than one-half of your financial support?  Parents	: \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Yes	No2	
•	Parents  Spouse  Other relatives or friends	1 (A)	Yes1	No22	•.)
-	friends for more than one-half of your financial support?  Parents	LL OF	Yes1	No No No No No No No No No No No No No N	if n
•	Parents  Spouse  Other relatives or friends  What is the best estimate of your income before taxes for (a) // include your spouse's income in the total. De not include leans	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
•	Parents  Spouse  Other relatives or friends  What is the best estimate of your income before taxes for (a) A include your spouse's income in the total. De not include leans If you did not receive any income from a source, enter a zere, '	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
•	Parents  Spouse Other relatives or friends  What is the best estimate of your income before taxes for (a) include your spouse's income in the total. De not include leans If you did not receive any income from a source, enter a zere, '  Your own wages, salaries, commissions, or net income from a business or farm  Your spouse's (husband or wife) wages, salaries, com-	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
	Parents  Spouse Other relatives or friends  What is the best estimate of your income before taxes for (a) include your spouse's income in the total. De not include leans If you did not receive any income from a source, enter a zere, '  Your own wages, salaries, commissions, or net income from a business or farm  Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
•	Parents  Spouse  Other relatives or friends  What is the best estimate of your income before taxes for (a) include your spouse's income in the total. Do not include leans If you did not receive any income from a source, enter a zero,'  Your own wages, salaries, commissions, or net income from a business or farm  Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm  Public assistance or welfare include spouse's)	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
•	Parents  Spouse  Other relatives or friends  What is the best estimate of your income before taxes for (a) include your spouse's income in the total. De not include leans If you did not receive any income from a source, enter a zere,'  Your own wages, salaries, commissions, or net income from a business or farm  Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm  Public assistance or welfare (include spouse's)  Unemployment compensation (include spouse's)  'All other income you and your spouse received (include	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
•	Parents  Spouse  Other relatives or friends  What is the best estimate of your income before taxes for (a) include your spouse's income in the total. Do not include leans If you did not receive any income from a source, enter a zere, '  Your own wages, salaries, commissions, or net income from a business or farm  Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm  Public assistance or welfare (include spouse's)  Unemployment compensation (include spouse's)	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n
•	Parents  Spouse  Other relatives or friends  What is the best estimate of your income before taxes for (a) include your spouse's income in the total. De not include leans If you did not receive any income from a source, enter a zere,'  Your own wages, salaries, commissions, or net income from a business or farm  Your spouse's (husband or wife) wages, salaries, commissions, or net income from a business or farm  Public assistance or welfare (include spouse's)  Unemployment compensation (include spouse's)  'All other income you and your spouse received (include interest, dividends, rental property income, gifts,	LL OF	Circle one numb	No222 ALL OF 1976? mount entry o	if n

المصيمين

	mency did you owe for:	•		(Circle	ene num	ber on ea	ch line.)		
	*		Less	\$100	- \$500	<b>S1000</b>	\$200Q	\$5000	\$10,000
٠	ŧ	,	than	to	io	to	to `	' to	or
		None	5100	<u>\$499</u>	5999	51999	54999	25555	More
•	Education or training	0	1	2	3	₅ . 4	<u>.</u> 5.⁄	6	7
	Mortgage on house or mobile ho	me 0	1	2	3	4	5	6	7
	Other debts (car. rent. appli- ances, medical bills, and so o	<i>.</i> n)0	1	2	3	4	5	6	7
								•	
	,					٠			.·
43.	As of the <u>first week of October 1976</u> , h money had you saved and planned to	ew much use for:							
	1				(Circle o	ne numb	er on eac	h line.)	
•	1				Less	S100 (	\$500	\$1000	\$2000
•	,			None	- than - \$100	to 5499	to 5999	to 51999	or More
				1	3.00	<del></del> -	<del></del>		
	Education or training			0		2	3	4	5
	Other plans (or general savings)		,	0	1	2	3	4	5
	Other plans for general oursign,				-	• • • • • • • • • • • • • • • • • • •			••••
			,						
	• •	,	•	,					
44	De you ewe any meney for an education	n or training	lean for	which v	our renav	ment sci	iedule ha	s begun?	-
₩.				-		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
		1418 TA CE/		mayt na	0.0		•		
	No				Re		`		
ı	Yes				Re		•		, ,
! •					Re		`		<u>,                                    </u>
1					ge.		•		<u>, , , , , , , , , , , , , , , , , , , </u>
!	Yes				<b>Re</b>		•	•	<u>,</u> • •
·					Re			`	, · · ·
45.	Yes		VITH Q.		RE			•	, * ·
45.	Yes				RE			`	; · .
45.	Yes		VITH Q.		<b>₹€</b>				· · · ·
45.	Yes		VITH Q.		<b>₹€</b>				, · ·
45.	Yes	CONTINUE	WITH Q.	145	٠.				<u>,</u> , , ,
145.	Yes	CONTINUE	WITH Q.	145	٠.				y ? •
145.	Yes	ifficulty in it	(year)	145	<i>4</i> .	,			· ·
45.	Yes	CONTINUE	(year)	145	٠.	,			· .
45.	Yes	ifficulty in it	(year)	145	<i>4</i> .	,			
45.	Yes	ifficulty in it	(year)	145	<i>4</i> .				

## SECTION F: EXPERIENCES AND OPINIONS

147. To what extent have you voluntarily participated in the following groups during the two-year period from October 1974 through October 1976? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are lept informed of meetings and events.)

	,	(Circle en	number on c	ach line.)
	•	Active Participant	Member Only	Not '
a. 1	Youth organizations—such as Little League coach, scouting etc		· <b>2</b>	3
<b>b</b> .	Union, farm, trade or professional association			
c.	Political clubs or organizations			
d.	Church or church-related activities (not counting worship services).			
e.	Community centers, neighborhood improvement, or social-action associations or groups			
f.,	Organized volunteer work—such as in a hospital			
g.	A social, hobby, garden, or card playing group			
h.	Sport teams or sport clubs			
i.	A literary, art, discussion, music, or study group			
j.	Educational organizations—such as PTA or an academic group			
k.	Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.			
1	A student government, newspaper, journal, or annual staff			
m	Another voluntary group in which I participate			

#### 148. How do you feel about each of the fellowing state, nents?

#### (Circle one number on each line.)

	Agree Strangly	Agree	Disagree	Disagree Strongly	No <u>Opinion</u>
I take a positive attitude toward myself	1			4	5
Good luck is more important than hard work for success	<i>,</i> 1	2	, <b>3</b>	· · · · · · · 4 · · · · · ·	5
I feel I am a person of worth, on an equal plane with others	ر ا	2		,4	5
I am able to do things as well as most other people					
Every time I try to get ahead, something or somebody stops me					
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	<b>.3</b>	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself			3	4	5

149.	Hav	re you ever been given a special advantage or treated unfollomale) in any of the following situations?	irly because of	your sex (	ma <del>le</del>	
	•	Given:	Special Advanta as many as app		reated Unfairles as a	_
	Cal	tting a good education	1		••••	
	امی	tting a job. promotion. or other work benefits	2		2	•
	Col	tting a house or apartment	3		3	Ť
	No.	ne of these	4		4	
					•	
	II S	so, please describe:			ı	
		<i>i</i> .		•	•	*
150.	Hes	w do you feel about each of the following statements?				
			(Circl	e one numb	er on each lir	(a.) -
	٠		Agree Strongly	Agree	Disagree	Disagree Strengly
•	a.	A working mother of pre-school children can be just as good a mother as the woman who doesn't work	1	2	3	4
	b.	It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family				
, **	c.	Young men should be encouraged to take jobs that are usually filled by women (nursing, secretarial work, etc.)	1	2	.'3	4
•	ď.	Most women are just not interested in having big and important jobs	1	2	3	4 .
	e.	Many qualified women can't get good jobs: men with the same skills have much less trouble	1	2	3	4
<b>,</b> .	f.	Most women are happiest when they are making a home and caring for children	<b>1</b>	2	3	4
	g.	High school counselors should urge young women to train for jobs which are now held mainly by men	1	2	· 3	4
,	h.	It is more important for a wife to help her husband than to have a career herself	1	2	3	4
1	i.	Schools teach women to want the less important jobs	, 1	2	) .3	4
•	j.	Men should be given first chance at most jobs because they have the primary responsibility for providing for a family			}	
	•	a ramity				
151.	Ho	w important is each of the following to you in your life?	1			•
	,			(Circle on	e number on	each line.)
1		• • • • • • • • • • • • • • • • • • • •		Very	Semewhat	13 Not
	•			Important	<b>Impertant</b>	<u>Important</u>
/	a.	Being successful in my line of work		1	2	3
	a. b.	Finding the right person to marry and having a happy far	mily life	1	2	3
•	C.	Having lots of money		1	2	3
	d.	Having strong friendships		1	2	3
		Being able to find steady work		1	2	3
	e.	Being a leader in the community		1	2	3
	ţ.	Reing able to give my children better opportunities than	I've had	1	2	3
	g.	Living close to parents and relatives		1	2	3 '
•	h.	Gerting away from this area of the country		. 1	2	3
•	i:	Working to correct social and economic inequalities		1	2	3
	j.	working to correct social and economic inequalities		1	9	? .
	k.	Having leisure time to enjoy my own interests		1	9	9
	ı:	Having a good education				

		(Circle o	ne number en d	each line.)
	4,	/ Very Important	Samewhat Important	Not Importa
	a. Previous work experience in the area	1	2	3
	b. Relative or friend in the same line of work	1	2	3
	c. Job openings available in the occupation	1	2	3
	d. Work matches a hobby interest of mine	1,		3
•	e. Good income to start or within a few years	1	2	3
	f. Job security and permanence	1	2	3
	g. Work that seems important and interesting to me	1		3
	h. Freedom to make my own decisions	1	2	3
	i. Opportunity for promotion and advancement in the long run	1	2	3
	j. Meeting and working with sociable, friendly people			
13.	The fellowing questions ask about your political participation. Conside October 1976,	ring the per	ried from <u>Oct</u>	ober 1974
	•	(Circle,en	e number en e	ech line.
	,	Frequently	Sometimes	Never
	When you talked with your friends, did you ever talk about public problems—that is, what's happening in the country or in your community?	1	2	3
	Did you ever talk about public problems with any of the following people?			
	Your family	1	2	3
	People where you work			
	Community leaders, such as club or church leaders			
	Did you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?			
	Did you ever talk to people to try to get them to vote for or against a candidate?			
	Did you ever give any money or buy tickets to help someone who was trying to win an election?			
	Did you ever go to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?			
	Did you ever do any work to help a candidate in his campaign?	1	2	3
,	Did you ever hold an office in a political party or get elected to a government job?	1	:2	3_
ı.	Are you registered to vote?	•		
	Yes1		•	
1	No2	•		
,	1102	<b>-</b> ∧		
•				
	Befere October 1976, did you ever vote in a local, state, or national election:	•		•
	Befere October 1976, did you over vote in a local, state, or national election: Yes1		•	•





156.	Have you ever been given a special advantage or treated unfairly because of your race
	in any of the following situations?

to the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second se	Given Special Advantage	Treated Unfairty
	Given Special Advantage (Circle as many as apply.)	(Circle as many as apply.)
Getting a good education	1	1
Getting a job. promotion or other work benefit	s 2 ,	2
Getting a house or apartment		3
None of these	·-·········· 4 ··········	4
If so. please describe:		

157. What are your feelings about the high school you graduated from?

´ •	•	(Circle of	ie unweet ou (	- ·   °	
	Agree Strongly	Agree Some what	Disagree Somewhat	Disagree Strongly	Does not Apply
School should have placed more emphasis on basic academic subjects (math, science. English, etc.)	<b>1</b>	<b>.2</b>	3	<b>4</b>	5
School did not offer enough practical work experience		٠ `٧	. 1		•
School should have placed more emphasis on vocational and technical programs	1	·	3 _.	, 4	5
School provided me with counseling that helped me find employment					
School should have given more attention to my needs as an individual	1	2	,3	4	5
School provided me with counseling that helped me continue my education			•		•
Other comments about your high school			·		

158. The information you have given us in this questionnaire 'ets us knew what you have been doing during the past two years, particularly in October 1975 and October 1976. This question asks about officer time periods, so that we will be sure to have a complete picture of whe you've been doing since high school.

Please read through all nine activities listed below, then for EACH time period circle the number for EACH activity that you were doing at that time.

Circle all that apply for EACH column.

		Oct.	_	Oct. 7	<u> </u>	Oct.		deing	you now?	be d	pect to doing in t. 1977?
	Working for pay at a full-time job	. 1	_	. 1		. 1		1			ĺ
ş	Working for pay at a part-time job	. 2		. 2		. 2	••••	2		····	2
	Enrolled in graduate or professional school	. 3		. 3		. 3	• • • • •	3			3
	Taking academic courses at a two-year or four-	.`4		. 4		. 4	••••	4		• • • • •	4
	Taking vocational or technical courses	. 5	••••	. 5		. 5	• • • • •	5	· · · · ·	• • • •	5
	On active duty in the Armed Forces (or service academy)	. 6		. 6·	, ,	. 6					
	Homemaker	. 7		. 7	•••••	. 7	• • • • •	7	' ····	• • • •	7
	Temporary layoff from work, looking for work, or waiting to report to work.	. 8		8_							
	Other	. 9	• • • • • • •	. 9	• • • • • • • • • • • • • • • • • • • •	. 9	••••			• • • •	9
	Make sure you have circled at least one number it	n eac	h column	٠.					_	7	ż

## SECTION G: BACKGROUND INFORMATION

YOUR NAME:	1 .	_ در ا	TELEP	HONE
ADORESS:		AREA	ODE	NUMBER
ADURESS:	<del>"</del> · .			
CITY:	STATE:		ZI	P:
ase PRINT the name, address and telephone	number of your parents.	•	٠, ١	
YOUR PARENTS' NAME:		1 ;	TELEP	HONE
		AREA	ODE	NUMBER
ADDRESS:		,	-	
CITY:	STATE:		- ZII	<b>0.</b> 1
	SIRIE.	<del></del>		<u> </u>
ase PRINT the names and addresses of tuning year. (List no mere than one person w	vo other people who will kno the new lives with you.)	ow where, to get in t	ouch with	
NAME:	···	AREA (	<del>;                                      </del>	NUMBER
ADDRESS:	•	- AREA (	<del>''</del> — —	, NOMBER
CITY:	° STATE:		ZII	P:
NAME:			TELEP	HONE -
ADDRESS:		AREA (	ODE	NUMBER
	•	1/		
CITY:	STATE:		ZII	
2		<del>/</del>	- 411	· · ·
ease PRINT your speuse's full name (if you a	re married).		, 	• 1
SPOUSE'S FULL NAME:				
		/ v		
	•			<del>-</del>
	<del></del>	1		
<u> </u>	yourself.			
lease give the following information about	, , , , ,		(year)	
lease give the fellowing information about	(day	n	(year)	
lease give the fellowing information about  a) Date of birth (month b) Sex: (Circle one.) Male1	h) (day		_ ·	

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972



Activity State Questionnaire

# National Center for Education Statistics Education Division Department of Health, Education, and Welfare Washington, D.C. 20202

## OPERATION FOLLOW-UP Supplementary Information

#### A. October 1972 Activities

Think back to October 1972, the fall of the year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

	•
1. Were you:	
Working full time?	Yes
Working part time?	No
Not working?	<i>*</i>
Not working:	•
O Management of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of	4. What were the name and address of the school?
3. Were you uoing to school?	Name:
Full time	
Part time	Address:
Not going to school	
5.' Were you on active military duty?	6. Were you a homemaker?
Yes	Yes1
No2	No
	•
B. Octob	per 1973 Activities
Think back to October 1973, the fall of the second answers which best fit the situation then.]	l year after you lest high school. [Circle the numbers of the.
7. Were you:	8. Were you looking for work?
Working full time?	Yes
Working part time?	No2
Not working?	<b>/</b> ~
•	
9. Were you gaing to school?	"m10. What were the name and address of the school?
Full time	. Name:
Part time	<b>&gt;</b>
Not going to school	
Hot soms to sensor	•
11. Were you on active military duty?	12. Were you a homemaker?
,,,	Yes
Yes	
No	No
•	
•	••
• •	
	_

## C. General Information

13.	What	General Academic	or college	preparators	· · · · · · · · · · · · · · · · · · ·			.1		
14.		is the high best guess.		tional level	completed	by your mo	ther and fathe	r? If you a	re not sure, ple	ease give
,	1		f à	. (	Circle one n	umber on ea	ch line.)		•	
	ł	_		`.			ı			
		Nasa		`.		nal, trade,		Acade Finished	mic oroerams	·
	•	None or .				, or career in a school	Some college	coll <b>ege</b>	o	
		grade	High Did not	School	Los then	Two years	(including two-year	(four- or five-year	Master's degree or	Ph. D. M.D., o
		only	finish	Finished	two years	or more	degree)	degree)	equivalent	equivale
er c						1.	,	•		`,
	•	<b>1</b>	2	· · · · · <b>3</b> . · ·	4	5	<b></b>	7	8	9
							`\			
ner (				,		,	Ì			
		n	2	<b> 3.</b>		,				<b>9</b>
		n y.t.,.	<b>2</b>	3		,	Ì			<b></b>
	vardia			•	4	<b>5</b>	Ì	<b>7</b>	8	•
de g	uardia What		our father	· (or male g	4	<b>5</b>	· · · · · 6 · · · · · ·	<b>7</b>	8	•
de g	wardis What retire	job did y	our father I, or disabl	(or male gri led?	4 uardian) hoʻl	d when you	were a senior	7 ' in high sch	8 , nool, even if he	s is now
le g	uardia What	job did y d, deceased For whom	our father i, or disabl does (or e	(or male gri led?	4 uardian) hoʻl	d when you	· · · · · 6 · · · · · ·	7 ' in high sch	8 , nool, even if he	s is now
ie g	wardis What retire	job did y	our father i, or disabl does (or e	(or male gri led?	4 uardian) hoʻl	d when you	were a senior	7 ' in high sch	8 , nool, even if he	s is now
de g	wardis What retire	job did y d, decessed For whom (Write in):	our father i, or disable does (or e	(or male golded?	uardian) holik? (Name of	d when you	were a senior	in high sch	8 nool, even if he ther employer	e is now
de g	What retine	job did y d, deceased For whom (Write in):	our father i, or disable does (or e	(or male golded?	uardian) holik? (Name of	d when you	were a senior	in high sch	8 nool, even if he ther employer	e is now
le g	What retine	job did y d, deceased For whom (Write in): What kind governmer	our father  does (or of does)  of business, farming	(or male golded?  did) he work  ess or indust (, etc.)	uardian) holik? (Name of	company. h	were a senior	in high sch	8 nool, even if he ther employer	e is now
de g	What reting . a. b.	job did y d, deceased For whom (Write in): What kind governmen (Write in):	our father d, or disable does (or disable) does (or disable) does (or disable)	(or male golded?  did) he work  ess or indust (, etc.)	uardian) holik? (Name of	company. h	ousiness, organi	in high sch zation, or o	ther employer	e is now
de g	What retine	job did y d, deceased For whom (Write in): What kind governmen (Write in):	our father i, or disable does (or electrical of busine it, farming	(or male golded?  did) he work  ess or indust (, etc.)	uardian) holick? (Name of	company. h	ousiness, organicexample, retains	in high sch zation, or o	ther employer	e is now
le g	What reting . a. b.	job did y d, deceased For whom (Write in): What kind governmer (Write in): What kind salesman,	our father  i, or disable  does (or disable)  of busine  it, farming  foreman, p	(or male golded?  did) he work  ess or indust (, etc.)	uardian) holick? (Name of	company. h	ousiness, organicexample, retains	in high sch zation, or o	ther employer	e is now
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NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes except as required by law.

O.M.B. No. 051-S-76038 APPROVAL EXPIRES DECEMBER 31, 1980

**OPERATION FOLLOW-UP** 



NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Fourth Follow-Up Questionnaire



Prepared for the

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE IN RESEARCH TRIANGLE PARK, NORTH CAROLINA ,



# National Center for Education Statistics Education Division Department of Health, Education, and Welfare Washington, D.C. 20202

#### **GENERAL INSTRUCTIONS**

This questionnaire is divided into the following seven sections:

- A. General Information
- B. Work Experience
- C. Education and Training
- D. Military Service
- E. Family Status
- F Experiences and Opinions
- G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle as many as apply.)
- e (Circle one number on each line.)

Sometimes you are asked to fill in a blank — in these cases, simply write your response on the line provided.

Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?		
	My	NOT My
,	Reasons	Reasons
Graduated	<u></u>	2
	<b>—</b>	_
Entered college		
Went to work	(1)	2

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the first week of October 1979?" Because it has been three years since we last heard from you, we also ask some questions about what you were doing in 1977 and 1978. As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

- (1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).
- (2) The respondent is subject to no penalty for not providing all or any part of the requested information.
- (3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.
- (4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Department Regulations (45 CFR 36) published in the Federal Register, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envelope provided and mail it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION





## **SECTION A: GENERAL INFORMATION**

	ere you doing the <u>first week of October 1979?</u>	
4	(Circle a Working for pay at a full-time or part-time job	s many as apply.) 1
•	Enrolled in graduate or professional school.	
_	Taking academic courses at a two- or four-year college	
	Taking vocational or technical courses at any kind of school	
	or coilege (for example, vocational, trade, business,	
	or other career training school)	A
	Serving in an apprenticeship program or government traihing program.	<del></del>
	On active duty in the Armed Forces (or service academy)	
	Homemaker	0 7
_	On temporary layoff from work, looking for work, or waiting	
	to report to work	Ω .
	Other (describe:)	
•	Other (describe:	9
Whom	did was the during the first week of Oatshee 40700	_
Audie (	did you live during the <u>first week of October 1979</u> ?	( <b>0</b> )1
	B. wata bawasa	(Circle one.)
	Private house	
,	Mobile home	
	Private apartment	
	Dormitory or apartment operated by a school or college	
	Fraternity or sorority house	
	Rooming or boarding house	
~	Military service barracks, on board ship, etc	
	Other (describe:)	8
With wh	nom did you live the <u>first week of October 1979</u> ?	•
	(Circle one.)	
	By myself1	
	With my parents2	
	With my husband or wife3	
	With parents and husband or wife4	
	With other relatives5	•
	With person(s) not related to me6	·
	With person(s) not related to me6	-
	With person(s) not related to me6	-
Which (	With person(s) not related to me6  of the following best describes the location of the place where you lived	in the <u>first week of</u> Oc
Which (		in the <u>first week of Oc</u>
_	of the following best describes the location of the place where you lived	(Circle one.)
_		(Circle one.)
_	of the following best describes the location of the place where you lived  In a rural or farming community	(Circle one.)
_	In a rural or farming community	(Circle one.)
_	In a rural or farming community	(Circle one.)
_	In a rural or farming community	(Circle one.)123
_	In a rural or farming community	(Circle one.)23
_	In a rural or farming community	(Circle one.)234
	In a rural or farming community	(Circle one.)2345
	In a rural or farming community	(Circle one.)23456



`			•			
		•		(Circle one.)		-
ी ह	nave always lived here			1		
~ To	o look for a job		······	2		
	as transferred				4	•
	o accept a job offer					
न	o go to school			5		•
~ <b>4</b> 7	o follow my parents to a r	new-location		6		
T	o follow my spouse to a n	new location,		7		
· T/	o follow another relative o	or friend to a new	location	8		
W	anted a better place to liv	ve	, , , , , , , , , , , , , , , , , , , ,	9		
R	eturned home after leavir	na school	·	10 .		
R	eturned home after leaving	ng armed service	S	11		•
v	lanted to leave home and	t get out on my o	wn	12		•
	ther (specify:	. \ '	)	13		
•	Aller (Specify.					
			À			
`` •••••••••••••••••••••••••••••••••••	this from the city or com	minulla mbara 40	u lived in Oct	ober 19762 - '		
HOW THE IS	mis nom me city or com	indinty witers yo	a 11460 111 <u>OC1</u>	ODEL 1310	(Circle one.)	
_		a l liva in the com		munitu		
D .	loes not apply to me since	e i live ili the sam	e city or comi	numey		
Ļ	ess than 50 miles		••••••			*
	0 to 99 miles					1
1	J0 to 199 miles	••••••••			)3	i
. 2	00 to 499 miles				·/4	
5	00 miles or more		<i></i>	/	5	
	1 1	•		( )	,	
	this from where you live			(. )		
, -	ess than 50 miles 0 to 99 miles			***************************************	2	
1	00 to 199 miles					
1 2	00 to 499 miles				4 .	
1 2	00 to 199 miles 00 to 499 miles 00 miles or more				4 .	
1 2 5	00 to 499 miles 00 miles or more			••••••	4 5	ought th
1 2 5 Which of	00 to 499 miles	ou now have the	use of becau o your paren (Circle of Have As	use you (or your	spouse) have be dormitory, apartn	ought the
Which of have been etc.?	the following items do you given them, or because	ou now have the	use of becau o your paren (Circle of Have As My Own	use you (or your is, roommates, o one number on e Have But Don't Own	spouse) have be dormitory, aparte ach line.) Don't Have Use Of	ought the
Which of have been etc.?	the following items do you given them, or because	ou now have the	use of becau o your paren (Circle of Have As My Own	use you (or your is, roommates, one number on e  Have But  Don't Own	spouse) have be dormitory, apartn ach line.) Don't Have Use Of	ought the
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Which of have been etc.?  a Dail b Dic c Enc d Mage. Rec f Tape	the following items do you newspaper	ou now have the se they belong to	Use of becau o your paren (Circle of Have As My Own	use you (or your is, roommates, one number on e  Have But  Don't Own	spouse) have be dormitory, apartin ach line.)  Don't Have  Use Of 3333	ought the
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Which of have been etc.?  a Daii b. Dici c. Enc d. Maye. Rec f Tap g. Gol h. Typ i. Etei	the following items do yn given them, or because by newspaper	ou now have the se they belong to	Circle (Circle (My Own	lise you (or your is, roommates, one number on e Have But Don't Own	spouse) have be dormitory, apartin ach line.)  Don't Have Use Of	ought the
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Which of have been etc.?  a Daii b. Dici c. Enc d. Maye. Rec f Tap g. Gol h. Typ i. Etei	the following items do yn given them, or because by newspaper	ou now have the se they belong to	Circle (Circle (My Own	lise you (or your is, roommates, one number on e Have But Don't Own	spouse) have be dormitory, apartin ach line.)  Don't Have Use Of	ought the
Which of have been etc.?  a Daii b. Dici c. Enc d. Maye. Rec f Tap g. Gol h. Typ i. Etei	the following items do yn given them, or because by newspaper	ou now have the se they belong to	Circle (Circle (My Own	lise you (or your is, roommates, one number on e Have But Don't Own	spouse) have be dormitory, apartin ach line.)  Don't Have Use Of	ought the



	(Circle as many as apply
	Working for pay at a full-time or part-time job
	Enrolled in graduate or professional school2
	Taking academic courses at a two- or four-year college
•	Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)4
•	On active duty in the Armed Forces (or service academy)
*	Homernaker6
	On temporary layoff from work, looking for work, or waiting to report to work7
	Other (describe:
10.	Now please think back another year to Fall 1977. What were you doing in October 1977?
10.	Now please think back another year to Fall 1977. What were you doing in October 1977?
10.	(Circle as many as apply
10.	Working for pay at a full-time or part-time job
10.	Working for pay at a full-time or part-time job
10.	Working for pay at a full-time or part-time job
10.	Working for pay at a full-time or part-time job
10.	Working for pay at a full-time or part-time job
10.	Working for pay at a full-time or part-time job

## **SECTION B: WORK EXPERIENCE**

In this section, we would like to find out about the jobs you have held, particularly in the three-year period from October 1976 through October 1979. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military, service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

Please describe below the job you held during the first week of October 1975, or if you did not hold a job the last job you held before that. (If you held more than one job at that time, describe the one at which worked the most hours.)  a. For whom did you work? (Name of company, business organization, or other employer)  (Write in):  b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)  (Write in):  c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filling, etc.),  (Write in):  e. Were you:  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county, or local institution or school)?	* 11.	Since leaving high school, have you at any time held a job of any kind? (Circle one.)  No	
LATEST JOB HELD  # 12. Please describe below the job you held during the first week of October 1975, or if you did not hold a job the last job you held before that. (If you held more than one job at that time, describe five one at which worked the most hours.)  a. For whom did you work? (Name of company, business organization, or other employer)  (Write in):  b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)  (Write in):  c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filling, etc.)  (Write in):  e. Were you:  (Circle one.)  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county; or local institution or school)?			
* 12. Please describe below the job you held during the first week of October 1975, or if you did not hold a job the last job you held before that. (If you held more than one job at that time, describe the one at which worked the most hours.)  a. For whom did you work? (Name of company, business organization, or other employer)  (Write in):  b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)  (Write in):  c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filling, etc.),  (Write in):  e. Were you:  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county; or local institution or school)?  Self-employed in your OWN business, professional practice, or farm?  4  f. When did you start working at this job?  (Circle one.)  Yes	,		
the last job you held before that. (If you held more than one job at that time, describe the one at which worked the most hours.)  a. For whom did you work? (Name of company, business organization, or other employer)  (Write in):  b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)  (Write in):  c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)  (Write in):  e. Were you:  (Circle one.)  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county; or local institution or school)?  2 Self-employed in your OWN business, professional practice, or farm?  3 Working WITHOUT PAY in family business or farm?  4 f. When did you start working at this job?  (Circle one.)  Yes		LATEST JOB HELD	
(Write in):  b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)  (Write in):  c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filling, etc.)  (Write in):  e. Were you:  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county; or local institution or school)?  Self-employed in your OWN business, professional practice, or farm?  4  Working WITHOUT PAY in family business or farm?  4  When did you start working at this job?  (Circle one.)  Yes	* 12.	the last job you held before that. (If you held more than one job at that time, describe ine on	old a job the at which yo
b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)  (Write in):  c. What kind of job or occupation did you have in this business or industry? (For example, salespersor, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filling, etc.)  (Write in):  e. Were you:  (Circle one.)  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county, or local institution or school)?  Self-employed in your OWN business, professional practice, or farm?  3 Working WITHOUT PAY in family business or farm?  4. When did you start working at this job?  (Circle one.)  Yes		a. For whom did you work? (Name of company, business organization, or other employer)	
c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)  (Write in):  d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)  (Write in):  e. Were you:  (Circle one.)  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county; or local institution or school)?  Self-employed in your OWN business, professional practice, or farm?  Working WITHOUT PAY in family business or farm?  4  Men did you start working at this job?  (Circle one.)  Yes	b	(Write in):	¢.)
d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)  (Write in):  e. Were you:  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?  A GOVERNMENT employee (Federal, State, county; or local institution or school)?  Self-employed in your OWN business, professional practice, or farm?  Working WITHOUT PAY in family business or farm?  4.  When did you start working at this job?  (Circle one.)  Yes		c. What kind of job or occupation did you have in this business or industry? (For example,	
e. Were you:  An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?	•	d. What were your most frequent activities or duties on this job? (For example, selling shoes	3,
An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?		e. Were you:	rcle one.)
g. Are you currently working at this job?  (Circle one.)  Yes1		An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions?	1 2 3
(Circle one.) Yes1	İ	f. When did you start working at this job? (month)	(year)
	•	(Circle one.)	
			year)



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	for taking it rathe			nber on each line.
,			My	Not My
			Reasons	Reasons
a: It was the kind of job for which I had trai	ned		1	2
b. It was pretty much the kind of job I was I				
c. It was pretty much the kind of work I had	tialways wiched t	0 · 10	1	2
d. I could not get the kind of job for which I	l'was trained	<b>-</b>	4	a
e. I could not get the kind of job I wanted b				
f. I could not get the kind of job I wanted b	ecause or my sex	K		2
g. It was the best paying job I could find			]	2
h. This job offered a great deal of security			1	2
i. It was the best job I could find without ha				_
city or state	***************************************		1	2 _,
j. It was the only job I could find			1	2;
k. I did not have sufficient training to get th				
I. Other (specify:			1	2
				_
•				,
How satisfied were you with the following aspect	•	•		
	•	Circie one num	ber on eac	· ·
•	Very	•	,	Very
`	<u>Satisfled</u>	<u>Satisfied</u>		ilied Dissatistie
a Pay	1	2		3 .
b. Fringe benefits	1	2		3 4
c. Importance and challenge	1	າວົ		3 A
d. Working conditions	4			2 /7 1/2
		,&		
e. Opportunity for promotion and advancement with this employer		^	•	15
		2	······································	J4
f. Opportunity for promotion and advancement.	•	_	•	•
in this line of work		2	<i>j</i>	34
d. Opportuitity/to use past traititity and			,	,
education		2		34
h. Security and permanence	1	2		34
i Supervisor(s)	1	2		34
j. Opportunity for developing new skills	1	22		34
j. Opportunity for developing new skillsk. Job as a whole	1	2		34
I. The pride and respect I received from	•	il		•
my family and friends by being in		[1		
this line of work	1	21		34
. \ .		Ι,	•	•
	•	1	-	۰ .
How much of a problem did the following experie	ences cause vou	in this iob?	•	
		(Circie one	number on	each line.)
•		ittle or No		
. \.	•	olem or Does	Somewhat	of A Serious
,		Apply to Me	a Problem	•
	- 1401	White to MA	- PIODIEIT	- Froniem
a. Moving to another location	*************	1	2	3
b: Being laid off or fired				
		1	2	3
c. Going back to school or college				
c. Going back to school or college	1 on Other familie	* ;	_	
c. Going back to school or college d. Getting married, having a baby, or taking	on other familia	4 .	2	2 ~
c. Going back to school or colleged. Getting married, having a baby, or taking responsibilities	· ·		2	3 *
c. Going back to school or college  d. Getting married, having a baby, or taking responsibilities  e. Having health problems or a physical have	ndicap	1	2	3
c. Going back to school or college  d. Getting married, having a baby, or taking responsibilities  e. Having health problems or a physical har f. Lacking sufficient education or training	ndicap	1 1	2 2	3 3
c. Going back to school or college  d. Getting married, having a baby, or taking responsibilities  e. Having health problems or a physical hat f. Lacking sufficient education or training g. Being treated unfairly because of my race.	ndicap	1 1 	2 2 2	3 3 3
c. Going back to school or college  d. Getting married, having a baby, or taking responsibilities  e. Having health problems or a physical half. Lacking sufficient education or training  g. Being treated unfairly because of my rach. Being treated unfairly because of my sex	ndicap	1 1 	2 2 2	3 3 3
c. Going back to school or college  d. Getting married, having a baby, or taking responsibilities  e. Having health problems or a physical half. Lacking sufficient education or training  g. Being treated unfairly because of my rach. Being treated unfairly because of my sex.  i. Not receiving sufficient training on the jo	ndicape.	1 1	2 2 2	3 3 3 3
c. Going back to school or college  d. Getting married, having a baby, or taking responsibilities  e. Having health problems or a physical half. Lacking sufficient education or training  g. Being treated unfairly because of my rach. Being treated unfairly because of my sex	ndicape	1	2 2 2	3 3 3 3

16.	How did your schooling relate to your experiences on this job?	Circle one number	'On each line \
•	''	My My	NOT My
	, •	Experience	Exp3rience
	<i>i</i>		
	a. I was able to apply most of what I learned in school		
	b. I would have liked more job-related training before I started working		2
-	c. The way the job was done was different from the way I was trained		
	d. I did not use, on the job, the tools or equipment I was trained to use		
	e. I could have gotten my job without the training		
	f. I realized I had taken coursework associated with my training .	*************** *** ** **	
	which was not helpful in performing my job	•	•
	g. Most of what I did on the job I learned to do in school		
•			
•	h. I considered myself to be doing as well as others with similar training		
	i. I considered going to school and getting the training a wise choice		2
۔			•
17.	How many miles did you typically travel each day, one way, from your place of r	esidence to this j	ob?
*		(Ciı	cle one.)
	Less than one mile		1
	1 to 5 miles		2
	, 6 to 10 miles		3
,	11 to 20 miles		<u></u>
	. 21 to 50 miles.		<del> 7</del>
	More than 50 miles		6
	· · · · · · · · · · · · · · · · · · ·	,	•
•		i.•	•
		<b>1</b> !	
-	JOBS HELD DURING THE PERIOD FROM THE FIRST OF		
	NOVEMBER 1978 THROUGH OCTOBER 1979	1	
		_1	•
4.4	More you hashing for week distance the truck of a control of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of the standard of t		/
18.	Were you looking for work during the <u>first week of October 1979</u> (regardless of the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during the looking for work during for work during the looking for work during the looking for w	t whether or not y	<i>(</i> ou
	held a job at that time)?		
•	(Circle one.)		
	No, and did-NOT look for work at any time during	l	
`	the month of September 19791 GO TO	) Q. 2 <u>1</u>	
	Yes, WAS looking for work during the	•	
	first week of October 19792)		
1	No, but DID look for work sometime during CONT	INUÉ WITH Q. 19	
i	the month of September 19793		
	/	1	
	•	; 1	
19.	How many house nor week did you enough cally also be a line for west, the true west		
10.	How many hours per week did you spend actively looking for work the last week	Aon wese looking	tor work? 🕝
			i.
	hours per week	1	, .
			·
	•		
20.	What was the lowest weekly galary or wage rate you would have accepted the	last week you we	ere looking for
	work?	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	\$per week	•	
	Poi Wook	•	. •
LA4 .	A Sa anni Alman Musikan Aba mantasi ka asa a ka ka a sa a sa a sa a sa a	4000	
×21.	At any time during the period from the first of November 1978 through October	1979, did you ho	id a job of any
1	kind?		
/	(Circle one.)		
/	No 1 GO TO Q. 40, p. 9	•	
	Yes	-	_
	1		
	04.	•	-1 , a
•	6 244		3
5.			

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	October 1979: How many house did you secretly work	at this int	nin an aver		November		
•	October 1979. How many hours did you usually work	at uns joi	o mi'an areis	iAe Meek i			•
•	hours per week	,	•				
						•	
ďa	Allowed the constitutions of the desired states of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitution of the constitutio				as.		
23.	How did you find this job?		•		(O)l		
	On the second second		•		(Circle as m	-	apply.
	School or college placement service						
	Professional periodicals or organizations						
	Civil Service applications						
	Public employment service						
	Private employment agency						
	Community action or welfare groups						
•	Newspaper, TV, or radio ads						
	Direct application to employers						
	Registration with a union						
	Relatives						
	Friends						•
	Other (specify:					12	• .
							•
25.	The following are some general things that people	do on the	ir jobs. Abo	ut how muc	ḥ time did :	you sp	end o
	each in the average work day on your job?	<u>بر</u>					\
		(Circ	cie one num	ber on each	ine.) 🤞	**	
		(Circ	cie one num Verv	ber on each	n line.) ·	•	
			cie one num Very Little	ber on each · Some		•	•
	a. Working with things (machinery, apparatus,	Norfe	Very <u>Little</u>	Some	A Great, 1	•	•
· ·	a. Working with things (machinery, apparatus, art materials, etc.)	Norfe	Very <u>Little</u>	Some	A Great, 1	•	•
•	art materials, etc.)b. Doing paperwork (administrative, clerical	<u>Norff</u>	Very Little	3	A Great, 1 Deal .	•	•
· •	art materials, etc.)b. Doing paperwork (administrative, clerical	<u>Norff</u>	Very Little	3	A Great, 1 Deal .	•	•
	art materials, etc.)b. Doing paperwork (administrative, clerical computational, etc.)	Noffe 1	Very <u>Little</u> 22	Some3	A Great, ¹ Deal	•	•
•	art materials, etc.)b. Doing paperwork (administrative, clerical computational, etc.)	Noffe 1	Very <u>Little</u> 22	Some3	A Great, ¹ Deal		•
•	art materials, etc.)b. Doing paperwork (administrative, clerical computational, etc.)	Noffe 1	Very <u>Little</u> 22	Some3	A Great, ¹ Deal		٠
,	art materials, etc.)b. Doing paperwork (administrative, clerical computational, etc.)	Noffe 1	Very <u>Little</u> 22	Some3	A Great, ¹ Deal		
<b>2</b> 6.	art materials, etc.)	Noffe	Very <u>Little</u> 2	Some3 33	A Great, 1  Deal444 ed? If you w	ere a S	State (
26.	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a S	State (
26.	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a S	State o
26.	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a S merce,	State o
· · 26.	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a S merce,	State c
, , <b>26.</b>	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a s	State c Moto
26.	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a s	State c Moto
· · 26.	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a S merce,	State c
	art materials, etc.)	North	Very Little22	Some3 33	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State c
	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State o
	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State o
	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State o
	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State o
	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State o
	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a Smerce,	State o Moto
<b>26.</b>	art materials, etc.)	None 11 organizate people in	Very Little222	Some3 33 h you work tment, e.g., our employ	A Great, 1 444 ed? If you w State, Com	ere a s merce,	State o Moto

28.	Please think about your supervisor or the person who had most control over what you Which of the following best describes how closely this person supervised you?	•
٠.		(Circle one.)
	My supervisor decided both what I did and how I did it	1
	My supervisor decided what I did, but I decided how I did it.	
•.	My supervisor gave me some freedom in deciding what I did and how I did it	
	I was more or less my own boss within the general policies of the organization	4
•	There was no such person	5
•		•
		,• •
29.	How many people did you supervise in your job? (Include all persons whose work you those for whose work you were held responsible.) Enter zero, "0," if you were not responsible.	
	· · · · · · · · · · · · · · · · · · ·	
	people .	
		~ <u>``</u>
. 30.	Not including on-the-job or employer training, did you receive formal instruction to do-t	his kind of work?
, 20.	(Circle one:)	
_′		
- •		• •
	Yes2 CONTINUE WITH Q.31	•
	•	•
′ *	•	
31.	Where did you receive this training?	•
	,	Circle as many as apply.
	High School	1
	Vocational, trade, business, or other career training school	2
	Apprenticeship or government training program	4
- 1	College or university (four years or more)	
↓.	Independent graduate or professional school (medical, dental, law, theology, etc.)	
$-\int_{-\infty}^{\infty}$		
İ	Military servicé	
- 1	Other (describe:)	<b>.</b>
}		· .
32.		lool or college to do this
1 '	* kind of work?	· ''. 🗼 🥻
' /	(Circleone.)	
1	Yes1	•
	No2	
	No	<b>A</b>
•		* **
32	Did the school at which you received your training for this job refer you to this job?	• • • • • • • • • • • • • • • • • • •
		. , ,
•	(Circle one.)	ę ·
	Yes1	`` , , , ;
	No2	
		****
		7
[^] 34.	Do you expect to be working in October 1980?	• '
	(Circle one.)	, '
	No	
	Doi: t kilowiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	•
	Yes3 CONTINUE WITH Q. 35	
	•	• • •
35.	Do you plan to work at the SAME KIND OF WORK?	•
	(Circle one.)	•
		.'
		<u> </u>
	No2	• • •
	Don't know3	-
^	246	· ho
1	8 ~ 20	

om the lirst of November 1978 through October 1979
•
0 TO Q. 39 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
ONTINUE WITH Q. 37 ,
•
o in a average week?
,
\
1
earn at this second job? (Report your gross earning ate.)
s)
· · · · · · · · · · · · · · · · · · ·
ctober 1979?
(Circle one.)
1
()2
o report to work3
4
•
OD FROM THE FIRST OF
GH OCTOBER 1978
;
•
rk during the first week of October 1978 (regardless
(Circle.or
1
onth of September 19782
III or September 1976
ne month:of September 19783
1
• \
r 1977 through October 1978, did you hold a job of a
1
1 Q. 42
· /
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
g the period from the first of November 1977 throu
this job in an average week?
arn at this job? (Report your gross earnings before
arn at this job? (Report your gross earnings before
arn at this job? (Report your gross earnings before
arn at this job? (Report your gross earnings before

*44.	Is this the same job you reported in Q. 12?
	(Circle one.)
	Yes 1 GO TO Q. 46
•	No 2 CONTINUE WITH Q. 45
•	
^ 45.	Please describe below the most recent job you held during the period from the first of November 1977 through
-	October 1978. (If you held more than one job at that time, describe the one at which you worked the most
	hours.)
	a. For whom did you work? (Name of company, business orga-ization, or other employer)
	(Write in):
	b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
	(Write in):
	c. What kind of job or occupation did you have in this business or industry? (For example,
	salesperson, waitress, secretary, etc.)
	(Write in):
-	d, What were your most frequent activities or duties on this job? (For example, selling shoes,
· ~~	
	(Write in):
	e. Werę you:
	(Circle one.)
	An employee of a PRIVATE company, bank, business, school or individual working
	for wages, salary, or commissions?
	A GOVERNMENT employee (Federal, State, county, or local institution or school)
	Self-employed in your OWN business, professional practice, or farm?
	Working WITHOUT PAY In family business or larm?4
	f. When did you start working at this job?(month)(year)
	g. When did you leave this job?(month)(year)
١ -	
46.	Were you working at a second job during the period from the first of November 1977 through October 1978 at
	the SAME TIME you held the job you described above?
	(Circle one.)
	No
,	Yes
47	
47.	How many hours did you usually work at this second job in an average week?
	hours per week
	nours per week
48.	In an average week, approximately how much did you earn at this second job? (Report your gross earnings
70.	before deductions. If not paid by the week, please estimate.)
	\$per week (Earnings before deductions)
	7
	$^{\prime}$
k 49.	Did you hold a job of any kind during the month of October 1978?
•	(Circle one.)
,	Yés, worked full-time (35 hours or more per week)1
	Yes, worked part-time (34 hours or fewer per week)2
	Yes, but on temporary layoff from work or waiting to report to work
	No4

ERIC

## JOBS HELD DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1977

	less of whether or not you held a job at that time)?  (Circle one.)	
	No, but DID look for work sometime during the month of September 1977	
	At any time during the period from the <u>first of November 1976 through October 1977</u> , did you hold a joint any kind?	ob of
	(Circle one.) No	
	Yes	
	·	
•	Piease think about the <u>most recent</u> job you held during the period from the <u>first of November 197</u> October 1977. How many hours did you usually work at this job in an average week?	76 th
	Please think about the most recent job you held during the period from the first of November 197 October 1977. How many hours did you usually work at this job in an average week?  hours per week	76 th
	October 1977. How many hours did you usually work at this job in an average week?	
	October 1977. How many hours did you usually work at this job in an average week?  hours per week  In an average week, approximately I ow much did you earn at this job? (Report your gross earnings)	
	October 1977. How many hours did you usually work at this job in an average week?  hours per week  In an average week, approximately I ow much did you earn at this job? (Report your gross earnings ductions. If not paid by the week, please estimate.)	
	October 1977. How many hours did you usually work at this job in an average week?  hours per week  In an average week, approximately I ow much did you earn at this job? (Report your gross earnings ductions. If not paid by the week, please estimate.)	



	hours.)	r 1977. (If you held more than one job at that time, describe the one at which you worked the	
	a.	. For whom did you work? (Name of company, business organization, or other employer)	
		(Write in):	-
	b.	. What kind of business or industry was this? (For example, retail shoe store restaurant, etc.)	•
	c	(Write in)  What kind of job or occupation did you have in this business or industry? (For example,	
	Ů.	salesperson, waitress, secretary, etc.)	
		(Write in)	
	d	What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)	
		(Write in):	
	е	. Were you:	
		(Circ	le o
		An employee of a PRIVATE company, bank, business, school, or individual working	
		for wages, salary, or commissions?	
		Self-employed in your OWN business, professional practice, or farm?	
		. Working WITHOUT PAY in family business or farm?	
	*		
	f.	. When did you start working at this job?(month)(yea	ar)
	. ^g Were y	When did you leave this job?(month)(yes	
	Were y the SAI		
	Were y the SAI	rou working at a second job during the period from the <u>first of November 1976 through October</u> ME TIME you held the job you described above?  (Circle one.)  No	
	Were y the SAI	rou working at a second job during the period from the <u>first of November 1976 through October</u> ME TIME you held the job you described above?  (Circle one.)  I GO TO Q. 59  Yes	
	Were y the SAI	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  Io	
	Were y the SAI  N Y  How m	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  Io	197
	Were y the SAI  N Y  How m	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  No	197
	Were y the SAI  N Y  How m	rou working at a second job during the period from the first of November 1976 through October ME TIME you hold the job you described above?  (Circle one.)  No	197
	Were y the SAI  N Y  How m	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  (Circle one.)  (Circle one.)  (COTO Q. 59  (es	197
	Were y the SAI  N Y  How m  In an a before	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)	197
1	Were y the SAI  N Y  How m  In an a before	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)	197
1	Were y the SAI  N Y  How m  In an a before  \$	rou working at a second job during the period from the first of November 1976 through October ME TIME you held the job you described above?  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)  (Circle one.)	197

***** 55.



### JOB PROGRESS

	a. October 1976 to October 1978	; ;	Hifferent jobs for the same  Number of  Employers	employer.) Enter zero,
	· .	÷		<i>r</i>
	· .			
			,	-
	c. October 1978 to October 1979			
(C	ber 1978, and from (c) October 1978 to count all weeks in which you did any work uch weeks.	October 1979, ab k at all or were on	out how many weeks did paid vacation.) Enter zero Number of <u>Weeks Worked</u>	you work altogether? , "0," if there were no
	a. October 1976 to October 1977		··········	•
	b. October 1977 to October 1978		· · · · · · · · · · · · · · · · · · ·	
•	c. October 1978 to October 1979	*		
19	n each of these 52-week periods from (a) 978, and from (c) <u>October 1978 to Octobe</u> ork, on layoff from a job, or waiting to repo	r 1979, for how ma	any weeks were you NOT vero, "0," if there were no so Number of weeking for very looking fo	vorking but looking for
	a. October 1976 to October 1977	<u></u>		
	b. October 1977 to October 1978			
	c. October 1978 to October 1979			

## CAREER PLANS

	expect to be doing.) (Circle
	a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 1
	b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone
	installer, carpenter
	C FARMER FARM MANAGER
	d. FULL-TIME HOMEMAKER
	e. LABORER such as construction worker, car washer, sanitary worker, farm laborer
•	f MANAGER ADMINISTRATOR such as sales manager, office manager, school administrator,
	huver restaurant manager government official
	g. MILITARY such as career officer, enlisted man or woman in the Armed Forces
	h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or
	truck driver, gas station attendant
	i PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social
	worker actor actress athlete politician, but not including public school teacher
	PROFESSIONAL such as clargyman, dentist, physician, lawyer, scientist, college teacher 10
	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
	m SALES such as salesperson, advertising or insurance agent, real estate broker
	n SCHOOL TEACHER such as elementary or secondary
	o SERVICE such as barber, beautician, practical nurse, private household worker,
	ianitor waiter
^	TECHNICAL such as draftsman, medical or dental technician, computer programmer
	q. NOT WORKING
	•
_	the series are the series and the series of the series and the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at the series at
4.	Do you think you will need more education, training, or schooling than what you have at present in or
4.	obtain this kind of work or to advance as you would like in your job or career?
4.	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)
4.	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes1
<b>1</b> .	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes1  No2
<b>1</b> .	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes1
4.	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes1  No2
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes
4.	obtain this kind of work or to advance as you would like in your job or career?  (Circle one.)  Yes



### **SECTION C: EDUCATION AND TRAINING**

This section asks information about your training and education. We would like to find out about the schools you have attended during the last three years, from October 1976 to October 1979. This information, combined with information you have given us in earlier follow-ups, will help to give us a complete picture of your educational experiences since high school. (Persons in the military service should also answer the questions in this section.)

#### **EDUCATIONAL EXPERIENCES AND PLANS**

• •	, business schools?	Cirolo ana \
		Circle one.)
	This does not apply to me since I have not attended a vocational, trade, or by Susiness school.	,
	Some but less than two years	0
•	Some, but less than two years	1
	Two years or more	2
		•
67.	As of the first week of October 1979, what was your highest level of college education?	
		(Circle one.)
	This does not apply to me since I have not attended college	0
	Some, but less than two years of college	1
	Two or more years of college	2
	Finished college (four- or five-year degree)	
	Master's degree or equivalent	<b>A</b>
	Ph.D. or advanced professional degree	5
[†] 68.	Ph.D. or advanced professional degree	5
[†] 68.	Ph.D. or advanced professional degree	5
[‡] 68.	Ph.D. or advanced professional degree	5
<b>†68.</b>	Ph.D. or advanced professional degree	5
•	Ph.D. or advanged professional degree.  As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	5
•	Ph.D. or advanged professional degree.  As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	ually will get?
•	As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	ually will get?
•	Ph.D. or advanged professional degree.  As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	ually will get?  / le one.)
•	Ph.D. or advanced professional degree.  As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	ually will get?
•	Ph.D. or advanced professional degree.  As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	ually will get?
•69.	Ph.D. or advanced professional degree.  As things stand now, how far in vocational, trade, or business school do you think you act (Circle one.)  I do not think I will attend at all	ually will get?





70.	In considering your further education, which	of the following	g statements are	true?	_
- 🕶		•	/ .	(Circle one nu	mber on each line
	,	*	1	is True	is Not
	•		1.	For Me	True for Me
	A LA CALL SU Allan advantam		1	1 .	. 2
	a. I am interested in further education      b. I have family responsibilities that would interested in further education	andrea with my f	urthor education	·	2
	b. I have family responsibilities that would inte	there will lily i	dication	1	2
	c. Financial considerations would interferê wi	in my farmer e	r oducation	4	2
	d. My present job prospects are good enough	Mituontinitue	ir education		2
	e. I am not sure what I want to study			.,	. 2
	f. I am not sure what occupation I want to pu	rsue	***************************************	\. • • • • • • • • • • • • • • • • • • •	
	g. I am tired of school				
	h. I do not think my academic background is	good enougn 1	or me to attempt	1	2
	further education				٠2
	i. I do not think I have the ability to succeed a	at further educa	ation		
71.	How important would each of the following fa	(Circi	le one number o	1	would NOT Consider
	•	<u>Factor</u>	<u>important</u>		
	a. Cost of attending	1	22	3	4
	b. Amount of financial aid available	1	22	3	4
	- Decommendation of undergraduate		•	i	
	professor	1	22	3	4
,	d Presence of a particular professor at			,	
	the institution	1	22	3	4
	e. Quality of a particular department		22		4
	Reputation of the institution		2	3	4
	g. Location	1	2	3	4
	h Library facilities		2		4
	Proximity to spouse's school/work	1	.`2	3	4
	j. Other (specify:	1	2	3.	4
	j. Other (specify				
12.	Which of the following statements describes	your experienc	ce during your la	ast year in school	1?
		•	+	(Circle one num	ber on each line.)
	3			Was My Experience	Was Not My Experience
	a. The courses were more difficult than	Levnected		1	2
	b. School personnel advised me to con	itinue in the fie	ld I was studving	1	2
	c. Good job opportunities existed in the	e field	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,	
	I was studying			1	2
	d. The course content differed from wh	at I expected			2_
	e. I found the course work interesting.				
	f. I performed well academically				2
	g. I learned a great deal from the educ	ation or training	g	1	2
	h. I met people with new ideas			1	2 ′
	, i				\

70.



73.	Which of the following	caused problems with your echooli	ng during your last year in school?
<i>(</i> 4.	MINCH OF THE FORDWING	Causeo Drodienis With Your School	ng guring your last vear in school?

(Circle one number on each line.)

	Problems For Me	Did No. Cause Problems For Me
a. I could not afford to go full-time or continue in school	1	2
b. I was working full-time	1	2
c. I was working part-time		2
d. I got married, had a baby, or took on other family		
d. I got married, had a baby, or took on other family responsibilities.	1	2 ·
e. I was undecided about career plans	1	2
f. There was too much pressure or strain with my load of school work		
g. I wanted to be at a larger school		
h. I wanted to be at a smaller school		2
i. I wanted to attend a school closer to home		
j. I wanted to attend a school farther from home		
k. The school program was not relevant to the work I wanted to do		_
I. I was failing or not doing as well as I wanted		

74. With regard to your education and training during the last year you were in school, how satisfied as a whole were you with the following?

(Circle one number on each line.)

			Neutrai		
•	Very	Somewhat		Somewhat	
•	Satisfied	Satisfied	Opinion	Dissatisfied	Dissatisfied
a. The ability, knowledge, and personal				•	
qualities of most teachers	,1	2	3	44	5
b. The social life	1	22	3. <u>-</u>	44	5
c. Development of my work skills					
d. My intellectual growth		22	3	44	5
e. Counseling or job placement	1	2	<del></del> 3	4	5
f. The buildings, library, equipment, etc					
g. Cultural activities, music, art, drama, etc					
h. The intellectual life of the school	1	22	3	4	5
i. Course curriculum					
i. The quality of instruction	11	2	3	4	5
k. Sports and recreation facilities		2	3	4	5
I The financial cost of attending		2	3	4	5
m. The prestige of the school					
	<b>* * * * * * * * * * * * * * * * </b>				

*75. Since high school, 'ad you earned any certificate, license, diploma or degree of any kind prior to October 1979?

(Circle o	ne.)
Noì	GO TO Q. 77, p. 18
Yes2	CONTINUE WITH O 76 n U



* 77. Since I had you line if a a b	certificate		19191919191919		
* 77. Since I had you line if a	2-year or 3-year vocational degree or diploma	3	19 19 19 19		
* 77. Since I had you line if a b	2-year or 3-year vocational degree or diploma	3	19 19 19 19		
* 77. Since i had you ilne if a	2-year academic degree	gree6	19 19 19 19		
* 77. Since i had you ilne if a	4-year or 5-year college Bachelor's de Master's degree or equivalentther (specify:	gree6)7 credits which ca	19 19 19		
* 77. Since i had you line if a	4-year or 5-year college Bachelor's de Master's degree or equivalentther (specify:	gree6)7 credits which ca	19 19 19		
* 77. Since I had you ilne if a a	eaving high school, about how many of the earned by October 1979? Enter zero,	)7	19 in be used for a 4	•	
* 77. Since I had you ilne if a a	eaving high school, about how many of the earned by October 1979? Enter zero,	)7	19 in be used for a 4	•	
* 77. Since I had you line if a	eaving high school, about how many of earned by October 1979? Enter zero,	credits which ca	in be used for a 4	•	
· b	• •	, o , where you	received no credi	ns. (Wive in. Ose	nore than one
	Number of quarter hours			•	
	Number of semester hours :		•		,
G	Number of other type of credits	(specify type	pe:		)
•		,			
	SCHOOL ATTENDANC FIRST OF NOVEMBE	E DURING THI R 1976 THROU	E PERIOD FROM	1 THE 1979	,
			<b>,</b>		
* 78. During	the three-year period from the first of	Name = 1076 i	there de la la la la la la la la la la la la la	1070 wasa yau an	ollari in or did

so forth?

(Circle one.) No.....1 *(i*( --, GO TO Q. 134. p. 30 CONTINUE WITH Q. 79. p. 19



## SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1978 THROUGH OCTOBER 1979

			•
	(Circle one.)	<b>\</b>	
	No	``	
	Yes2 CONTINUE WITH Q. 80		
	, , , ,	``	
	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s	AZOblab mandb(a) did	
•	During the period from the <u>first of November 1978 through October 1</u> school?	379, Which monun(s) did yo	ou a
	(Circle all that apply.)	· · · · · · · · · · · · · · · · · · ·	
	November 1978 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	December 1978 2	,	•
	January 1979 3	<i>\</i>	
	February 1979 4		١,
	March 1979		١.
1;	April 1979 6	•	/
	May 1979 7		4
	June 1979 8		
	July 1979 9	•	
	August 197910	-	
	September 197911		
•	October 197912		
		,	
		• ,	
	What is the exact name and location of the school you attended the last m	onth that you circled in Q. 80	0?
	,		
	School name:	•	_
			_
			•
-		· ·	_
		· ·	<u>.</u>
	City:	State:	_
•	City:	State:	- 
	City:	State:	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (tile school you listed in Q. 81)?	State:	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (tile school you listed in Q. 81)?  Vocational, trade, business, or other career training school	State:	
	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	State:    Circle one	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	State:  (Circle one	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	
•	What kind of school was the last school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
•	What kind of school was the <u>last</u> school you attended during the per through October 197? (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
•	What kind of school was the <u>last</u> school you attended during the per through October 197? (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
•	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
•	What kind of school was the <u>last</u> school you attended during the per through October 197? (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
	What kind of school was the <u>last</u> school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one.  2 3 heology, etc.) 4	
	What kind of school was the last school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	
	What kind of school was the last school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	
/	What kind of school was the last school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	
/	What kind of school was the last school you attended during the per through October 1972 (the school you listed in Q. 81)?  Vocational, trade, business, or other career training school	Circle one	



03.	At that time now were you classified by your school?	•
~	(Circle one.)	`. 1
	Freshman (first-year undergraduate student)1	.1
	Sophomore (second-year undergraduate student)	1
	Junior (third-year undergraduate student)	, \
	Senior (fourth-year undergraduate student)	_
•	Graduate or professional student	•
	Special student	i
	Special student	
	Other classification (sprcify:)	3
	My school doesn't classify students	,
	/-	,
86.	In the last month you circled in Q. 80, what was your actual or intended field of study or training	a area (for
	example, practical nurse, machinist, beautician, civil engineering, accounting, psychological	av home
<b>.</b>	economics, etc.)?	37, 1101114
•	-	
1	Please name the specific field or area:	•
\	, and the specific field of died,	
1	(Write in):	
	(Write in):	
* 87.	Please select below the category which best describes this field or area.	
\	• • • • • • • • • • • • • • • • • • • •	Circie one.)
	Agriculture or Home Economics	1
	Business (accounting, marketing, personnel management, etc.)	
	Office and Clerical (bookkeeping, stenography, general office, etc.)	
	Computer Technology (tours and participation), getter and the etc.)	, 3
	— Computer Technology (keypunch operator, programming, computer operations, etc.)	4
	Education (elementary, special, physical, etc.)	5
	Engineering (civil, electrical, mechanical, etc.)	6
	Mechanical and Engineering Technology (automotive mechanic, machinist, construction, draftic	ng.
	electronics, etc.)	7
•	Humanities and Fine Arts (music, religion, English, etc.)	8
	Health Services (nursing, lab technician, occupational therapy, etc.)	, 0
	Public Services (law enforcement, food service, recreation, beautician, etc.)	5
	Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	10-
	See le Selence (neuronales (physics, geology, chemistry, etc.)	.,11 /
. ~	Social Sciences (psychology, history, economics, sociology, etc.)	12
	Biological Sciences (zoology, physiology/anatomy, etc.)	13
	Professional Program (medicine, dentistry, law, theology, etc.)	14
	Other field or area (specify:).	15
	Undecided	16
•		
		1
* 88	This (shows) is:	<b>k</b>
× 55.	inis (above) is:	,
	(Circle one.)	
	A vocational program1	•
1	An academic program2	
ì	A professional program3	,
\	Other (specify:	
,		
	1 North Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of th	•
	11	

ERIC

studying?	. 1			(Circle	e as many as a
None	•••	***************************************	***************************************		1
	(specify in what				_ ) 2
A license (s	pecify in what:				_) 3
A two-year	or three-year voc	ational degree or diploma			4*
A two-year a	academic degree	***************************************			5
A four-year	or five-year colle	ge Bachelor's degree			
A Master's	degree or equival	lent		**************	7
A Ph.D. or	equivalent				8
An M.D., L.I	L.B., B.D., D.D., D	D.D.S., or equivalent	•	•	\
(specify o	degree:			<u> </u>	_ ) 9 _ \
, Otner (spec	ÇITY:			, ,	
r		•	,	•	-   *
During the last m	onth you circled	in Q. 80, did you work for the	school you we	re attending?	1
Donnig are read	,0,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	m, a, co, cla you mork for an	(Circle one.)		-
Yes: workin	ng for pay				1
Yes, working	ng off cost or tuiti	on, housing, or meals	2	•	
Yes, both o	of the above		3 +		1
No	, 		4		-
•					
		<u> </u>			1
•	0011001 47	TENDANOE DUDING THE	T:DEDIOD 500	MATHE	,
•	SCHOOL AT	ITENDANCE DURING THI NOVEMBER 1977 THROU	CH OCTORER	1078	1 -
	71101 OF 1	HOVEMBER 1977 TIMOS	an or pari	1079.	•.
		,	<b>ļ.</b>		
,	. ` ` ` ` `	<b>.</b>	•	•	
classes at any s	school such as a school, trade sc	of November 1977 through On college or university, grad thool, community college, and role one.)	uate or profess	ional school,	service acade
classes at any s rchool, business No	school such as a s school, trade so (Ci	i college or university, grad chool, community college, and ircle one.) 1	uate or profess id so forth?	ere you enrolli	service acade
classes at any s rchool, business No	school such as a s school, trade so (Ci	a college or university, grad chool, community college, an	uate or profess id so forth?	ere you enrolli	service acade
classes at any s rchool, business No	school such as a s school, trade so (Ci	i college or university, grad chool, community college, and ircle one.) 1	uate or profess id so forth?	ere you enrolli	service acade
classes at any s school, business No Yes	school such as a s school, trade so (Ci	i college or university, grad chool, community college, and ircle one.) 1	uate or profession so forth?	ional school,	service acade
classes at any sechool, business  No  Yes  During the period	school such as a s school, trade so (Ci	i college or university, grad chool, community college, and ircle one.) 1	uate or profession so forth?	ional school,	service acade
classes at any s school, business No Yes	school such as a s school, trade so (Ci	a college or university, grad thool, community college, and rele one.)1 (GOTO) Q. 103, p. 242 CONTINUE WITH (	uate or profession so forth?	ional school,	service acade
No Yes  During the period school?	school such as a school, trade so (Ci	college or university, grad chool, community college, and croic one.)1	uate or profession so forth?	ional school,	service acade
No  During the period school?  November December	od from the first	college or university, grad chool, community college, and croic one.)1 GOTO Q. 103, p. 242 CONTINUE WITH ( color of November 1977 through (Circle all that apply.)	uate or profession so forth?	ional school,	service acade
No Yes  During the period school?  November December January 19	school such as a school, trade so (Ci	college or university, grad chool, community college, and croic one.) 1 GOTO Q. 103, p. 24 2 CONTINUE WITH Question of November 1977 through (Circle all that apply.)	uate or profession so forth?	ional school,	service acade
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Classes at any sechool, business  No	od from the first 1977	College or university, gradehool, community college, and release.   College one.	uate or profession so forth?  2. 92  h October 1978	h that you cire	th(s) did you

	through October 1978 (the school you listed in Q. 93)?	(Circle on	ę.) .
	Vocational, trade, business, or other career training school		٠, '
	Junior or community college (two-year)	2	•
	College or university (four years or more)	3	•
	Independent graduate or professional school (medical, dental, law.	theology etc.) 4	•
			. •
	Other (describe:	)5	
		•	
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:	During the last month your circled in Q. 92, were you classified by this so (Circle one.)	hool as a full-time stud	lent?
•	-Yes1 ,		
	- Yes		·
	Don't know3		
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	Surface the test month year strets of In O. 00, about how month house a way	de did t uur alaaaaa ma	at in the cut
	During the last month you circled in Q. 92, about how many hours a wee	the control of the	et ili nie 201
	or courses in which you were enrolled? Include time in lectures, shop, is	aboratories, etc.	
		_	
	hours per week	•	
	1	4	
	At that time how were you classified by your school?		•
	/	. (Circle one.)	
	Freshman (first-year undergraduate student)/		
٠.	Sophomore (second-year undergraduate student)		
	Junior (third-year undergraduate student)	./ 3	
	Senior (fourth-year-undergraduate student)	A	
	Graduate or professional student		
1	Special student		
ĺ	Other classification (specify:	)7	
1	y school doesn't classify students	8	
			2
		<b>\</b>	!
•		<b>\</b>	;
*	In the last month you circled in Q. 92, what was your actual or intende	a neid of study or trail	ung area (r
	ample, practical nurse, machinist, beautician, civil engineering, acco	unting, psychology, h	ome econo
	etc.)?		
			1
	⁵ Please name the specific field or area:		1
	t research training area apparation from the property		į
	· (Write in):		i

	Please select below the category which best describes this field or area.		
		(Circle one.)	
	Agriculture or Home Economics	1	
٠.	Business (accounting, marketing, personnel management, etc.)	2	
	Office and Clerical (bookkeeping, stenography, general office, etc.)	3	
	Computer Technology (keypunch operator, programming, computer operations,	etc.) 4	
	Education (elementary, special, physical, etc.)	5	
	Engineering (civil, electrical, mechanical, etc.)	6	
	Mechanical and Engineering Technology (automotive mechanic, machinist,		,
	construction, drafting, electronics, etc.)	7	
	Humanities and Fine Arts (music, religion, English, etc.)		
-	Health Services (nursing, lab technician, occupational therapy, etc.)	······································	
	Public Services ('aw'enforcement, food service, recreation, beautician, etc.)		
	Physical Sciences and Mathematics (physics, geology, chemistry, etc.)		
	Social Sciences (psychology, history, economics, sociology, etc.)	11	
	Biological Sciences (applications) abusiness abusiness Sociology, etc.)	12	
	Biological Sciences (zoology, physiology, anatomy, etc.)	13	
	Professional Program (medicine, dentistry, law, theology, etc.)	14	
	Other field or area (specify: Undecided	)15	
	Undecided:	16	
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).	This (above) is:		
	A vocational program1		
	A vocational program1		
	An academic program 2		
•	A professional program		
	A professional program3 -		
*	Other (specify:		 ر
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### SCHOOL ATTENDANCE DURING THE PERIOD FROM THE FIRST OF NOVEMBER 1976 THROUGH OCTOBER 1977

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•	103		(7.777	<i>y.</i> 104		/		
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	ough October 19  Vocational, tr	977 (the school rade, business, o	you listed in Corother caree	105)? r training school	<u> </u>	` · (	(Circle one.)	
	ough October 19  Vocational, tr Junior or con	977 (the school rade, business, on nnunity college	you listed in C or other caree (two-year)	105)?		·	(Circle one.) 1	
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<u>thr</u> . 7. Du	Vocational, tr Junior or con College or un Independent Other (descri	nth you circled which you were	you listed in Cor other caree (two-year)ars or more)fessional school on Q. 104, were one.)  in Q. 104, were one.)  in Q. 104, abe enrolled? Inc.	training school ool (medical, den	by this school	ogy, etc.)  as a full-ti	(Circle one.)12345 ime student?	
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	Freshman (first-year undergraduate student)1	
	Sophomore (second-year undergraduate student)	
•	Junior (third-year undergraduate student)3	
	Senior (fourth-year undergraduate student)4	,
•	Graduate or professional student5	
. •	Special student6	
	Special student6 Other classification (specify:	
	My school doesn't classify students8	•
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exa	the last month you circled in Q. 104, what was your actual or intended field of study imple, practical nurse, machinist, beautician, civil engineering, accounting, psychology.)?	or training area (to y, home economics
•	Please name the specific field or area:	
. >		
1J * - *	(Write in):	
<del>-,</del>		
111. Ple	ase select below the category which best describes this field or area.	•
	7 (	(Circle one.)
•	Agriculture or Home Economics	, (Oncie one.)
-	Business (accounting, marketing, personnel management, etc.)	······································
	Office and Clerical (bookkeeping, stenography, general office, etc.)	······································
• •	Computer Technology (keypunch operator, programming, computer operations, etc.)	
	Education (elementary special physical etc.)	4
1.	Education (elementary, special, physical, etc.) Engineering (civil, electrical, mechanical, etc.)	5
	Machanical and Engineering Technology (outcome)	b
1	Mechanical and Engineering Technology (automotive mechanic, machinist, construction electronics etc.)	ion,
ł	drafting, electronics, etc.)	· · · · · · · · · · · · · · · · · · ·
	Humanities and Fine Arts (music, religion, English, etc.)	₄ } 8
1	Health Services (nursing, lab technician, occupational therapy, etc.)	
1	Public Services (law enforcement, food service, recreation, beautician, etc.)	10
·	Physical Sciences and Mathematics (physics, geology, chemistry, etc.)	11
-	Social Sciences (psychology, history, economics, sociology, etc.)	12
·	Biological Sciences (zoology, physiology, anatomy, etc.)	13
	Professional Program (medicine, dentistry, law. theology, etc.)	14
	Other field or area (specify:)	
	Undecided	16
•	, comment and	
		,
112. Thi	s (above) is:	
	(Circle one.	)
	A vocational program1	•
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	A professional program	,
	Other (specify:	
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 $\star$  109. At that time how were you classified by your school?



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A certificate (specify in what:	
· A license (specify in what:	)
A two-year or three-year vocational degree or diploma	
A two-year academic degree	
A four-year or five-year college Bachelor's degree	
A Master's degree or equivalent	
A Ph.D. or equivalent	
An M:D., L.L.B., B.D., D.D., D.D.S., or equivalent	
	)
(specify degree:Other (specify:	)1
Other (specify.	
uring the last month you circled in Q. 104, did you work for	the school you were attending?
· (Circ	cle one.)
Yes, working for pay	
Yes, working off cost of tuition, housing, or meals	
Yes, both of the above	3
No	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
GRADES AND CHANGES IN EDU	ork or programs during the period from t
stimate how well you have done in all of your coursewo lovember 1976 through October 1979. Do not include grade	ork or programs during the period from the strom graduate or professional school.
stimate how well you have done in all of your coursewo lovember 1976 through October 1979. Do not include grade	ork or programs during the period from the section of the section of the period from the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section
stimate how well you have done in all of your coursewo ovember 1976 through October 1979. Do not include grade  Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section
stimate how well you have done in all of your coursewo ovember 1976 through October 1979. Do not include grade Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)  1
Stimate how well you have done in all of your coursewo ovember 1976 through October 1979. Do not include grade Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)  1
Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)  1  2
Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)  2  3  1  1  1  1  1  1  1  1  1  1  1  1
Mostly A (3.75-4.00 grade point average)  About half A and half B (3.25-3.74 grade point average Mostly B (2.75-3.24 grade point average)  About half B and half C (2.25-2.74 grade point average Mostly C (1.75-2.24 grade point average)  About half C and half D (1.25-1.74 grade point average Mostly D or below (less than 1.25)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)  2  3  4  5
Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)  2  3  4  5
Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
Stimate how well you have done in all of your coursework lovember 1976 through October 1979. Do not include grade Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
Stimate how well you have done in all of your coursewo ovember 1976 through October 1979. Do not include grade  Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
Stimate how well you have done in all of your coursewo lovember 1976 through October 1979. Do not include grade  Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
About half B and half C (2.25-2.74 grade point average Mostly C (1.75-2.24 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)
Stimate how well you have done in all of your coursewold ovember 1976 through October 1979. Do not include grade Mostly A (3.75-4.00 grade point average)	ork or programs during the period from the strom graduate or professional school.  (Circle one.)



*118.	Since October 1976, have you withdrawn from	(Circle on	ou completed your st	udies at that schoo	ol?
	Yes, but I have since returned to school.		GO TO Q. 120		
,	Yes, but I plan to return before October Yes, and I do <u>not</u> plan to return before O	เ980 3 ไ	CONTINUE WITH (	). 119	
	*	,			
, ·	How many times since October 1976 have yo that school?	ou withdrawn from s	school before you cor	npleted your studi	ies at
	times	•	**		
,		•	•		
•	SCHOOL FINANCES FROM	FALL 1976 THRO	UGH SUMMER 1979	Γ	^
	•		•		
each	ollowing questions ask about your school finar (b) Fall 1977 through Summer 1978, and (c) question for all three time periods. If you are upest estimate.				
<u>*.120. (</u>	Considering the three time periods of (a) Fall 1978, and (c) Fall 1978 through Summer 1979	1976 through Summ	er 1977, and (b) Fall	1977 through Sum	mer '
į	1978, and (c) Fall 1978 through Summer 1979 lees to go to school, regardless of who paid? costs after Summer 1979. Enter a zero, "0," wh	Fetimate the amoun	ate of how much it co		
*	•	(a)	(b)	(c)	
		Fall 1976-	Fall 1977-	(c) Fall [\] 1978-	
	• ( )	Summer 1977	Summer 1978 (Write in amounts.)	Summer 1979	
	Tuition and fees	\$	\$	\$	
kana a	No. of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of			* -	
, r	Considering the three time periods of (a) Fall 1978, and (c) Fall 1978 through Summer 1979, egardiess of who paid? This total cost should ind from classes, and all other school-related e	what is your estima	te of the total cost for	you to go to scho	
		(a) Fall 1976- <u>Summer 1977</u>	(b) Fall 1977- <u>Summer 1978</u> (Write In amounts.)	(c) Fall 1978- Summer 1979	``
	Total cost for you to go to school	<b>S</b> .	•	<b>e</b>	_
	,		•		•



	1978, and (c) Fall 1978 through Summer 1979, benefits (not a loan) to go to school?	did you receive a		<ul> <li>Fall 1977 through Summer plarship, fellowship, grant, or</li> </ul>
	(Circle all that a	oply.)		4
	No	GO TO Q. 125 CONTINUE WIL	II Q. 123	
* 123.	What kind(s) of scholarship, fellowship, grant, or Summer 1977, (b) Fall 1977 through Summer 197	benefit ( <u>not</u> a loa 8, and (c) Fall 197	n) did you recei '8 through Sum	ve from (a) Fall 1976 through mer 1979?
	•		(a)	(b) (c)
	· · · · · · · · · · · · · · · · · · ·		Fall 1976-	Fall 1977- Fall 1978-
	,		Summer 1977	Summer 1978 Summer 1979
es ^a	• .	,	(Circle all ti	nat apply in each column.)
	Basic Educational Opportunity Grant			
	Supplem∈ntal Educational Opportunity Gran			
•	College scholarship or grant from college fu	ınds :	3	3 3
	ROTĆ scholarship or stipend		4	4 4
	Nursing Scholarship Program		5	5 5
	Social Security Benefits (for students 18-22	who are	•	
	. children of disabled or deceased parents)	)		6 6
`	Veterans Administration War Orphans or Su	rvivors		
	Veterans Administration War Orphans or Su Benefits Program		7	7 7
	Veterans Administration Direct Benefits (GI	Bill)	8	8 8
	State scholarship		9	9 <del></del> 9
	Financial assistance for which you do not kn	now the source	10	10 10
	Other scholarship or grant			
		)		11
		<del></del> ·		<b>&amp;</b>
	•			
* 124.	Estimate the total dollar value of the amount yo (not a loan) from (a) Fall 1976 through Summer through Summer 1979. Enter a zero, "0," where y	1977, (b) Fall 19	77 through Sun	
* 124.	(not a loan) from (a) Fall 1976 through Summer	1977, (b) Fall 19	77 through Sun	
* 124.	(not a loan) from (a) Fall 1976 through Summer	1977, (b) Fall 19 ou received no su	77 through Sun ch funds.	nmer 1978, and (c) <u>Fall 1978</u> (c)
* 124.	(not a loan) from (a) Fall 1976 through Summer	1977, (b) Fall 19 ou received no su (a)	77 through Sun ich funds. (b)	(c) (c) Fall 1978
* 124.	(not a loan) from (a) Fall 1976 through Summer	1977, (b) <u>Fall 19</u> ou received no su (a) <u>Fall 1976-</u>	77 through Sun ich funds. (b) Fall 1977	(c) 7- Fall 1978 Summer 1979
* 124.	(not a loan) from (a) Fail 1976 through Summer through Summer 1979. Enter a zero, "0," where y	1977, (b) Fall 19 ou received no su (a) · Fall 1976- Summer 1977	77 through Sun ich funds. (b) Fall 1977 Summer 1	(c) 7- Fall 1978 Summer 1979
* 124.	(not a loan) from (a) Fall 1976 through Summer	1977, (b) Fall 19 ou received no su (a) · Fall 1976- Summer 1977	77 through Sun ich funds. (b) Fall 1977 Summer 1	(c) 7- Fall 1978 Summer 1979
* 124.	(not a loan) from (a) Fail 1976 through Summer through Summer 1979. Enter a zero, "0," where y	1977, (b) Fall 19 ou received no su (a) · Fall 1976- Summer 1977	77 through Sun ich funds. (b) Fall 1977 Summer 1	(c) 7- Fall 1978 Summer 1979
	(not a loan) from (a) Fail 1976 through Summer through Summer 1979. Enter a zero, "0," where y	1977, (b) Fall 19 Ou received no su  (a) Fall 1976- Summer 1977	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amo	(c) 7- Fall 1978 978 Summer 1979 sunts.)
	(not a loan) from (a) Fail 1976 through Summer through Summer 1979. Enter a zero, "0," where y	1977, (b) Fall 19 Ou received no su  (a) - Fall 1976- Summer 1977 \$	77 through Sunch funds.  (b) Fall 1973 Summer 1 (Write in amo	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	(not a loan) from (a) Fail 1976 through Summer through Summer 1979. Enter a zero, "0," where y  TOTAL DOLLAR VALUE  Considering the same three periods from (a) Fail 1978, and (c) Fail 1978 through Summer 1979, die	1977, (b) Fall 19 ou received no su  (a) Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa	77 through Sunch funds.  (b) Fall 1973 Summer 1 (Write in amo	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	(not a loan) from (a) Fail 1976 through Summer through Summer 1979. Enter a zero, "0," where y  TOTAL DOLLAR VALUE  Considering the same three periods from (a) Fail 1978, and (c) Fail 1978 through Summer 1979, discovered that a	1977, (b) Fall 19 ou received no su  (a) · Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amo	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	(Circle all that a	1977, (b) Fall 19 ou received no su  (a) Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amo	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	(Circle all that a No	1977, (b) Fall 19 ou received no su  (a) · Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa pply.)  GO TO Q. 128. p	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amodulus)\$  ummer 1977, (ban to go to school.	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	Considering the same through Summer 1979. Enter a zero, "0," where y through Summer 1979. Enter a zero, "0," where y through Summer 1979. Enter a zero, "0," where y through Summer 1979, did to the same three periods from (a) Fall 1978, and (c) Fall 1978 through Summer 1979, did that a No	1977, (b) Fall 19 ou received no su  (a) · Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amodulus)\$  ummer 1977, (ban to go to school.	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	(Circle all that a No	1977, (b) Fall 19 ou received no su  (a) · Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa pply.)  GO TO Q. 128. p	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amodulus)\$  ummer 1977, (ban to go to school.	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer
	Considering the same through Summer 1979. Enter a zero, "0," where y through Summer 1979. Enter a zero, "0," where y through Summer 1979. Enter a zero, "0," where y through Summer 1979, did to the same three periods from (a) Fall 1978, and (c) Fall 1978 through Summer 1979, did that a No	1977, (b) Fall 19 ou received no su  (a) · Fall 1976- Summer 1977 \$  Ill 1976 through S d you receive a loa pply.)  GO TO Q. 128. p	77 through Sunch funds.  (b) Fall 1977 Summer 1 (Write in amodulus)\$  ummer 1977, (ban to go to school.	(c) 7- Fall 1978- 978 Summer 1979 unts.) 99 Fall 1977 through Summer

•		(a)	(b)	` (c)
	ι	Fall 1976		Fall 1978-
	•	Summer 19	977 Summer 1978 S	<u>ummer 1979</u>
			(Circle all that apply	ı. <b>)</b>
	Federal Guaranteed Student Loan	1	1	· 1
	State Ioan			
•	Regular bank loan			
	National Defense (Direct) Student Loan			
	Nursing Student Loan			
	School or college loan			
	Relatives or friends			
	Loan for which you do not know the exact			
	Other loan (write in:			
		<i>j</i>		9
	Estimate the total dollar value of the amounts younger 1977, (b) Fall 1977 through Summer 19 where you received no loans.	978, and (c) <u>Fall 19</u> (a) Fall 1976- Summer 1977	78 through Summer  (b)  Fall 1977-  Summer 1978  (Write in amounts.	(c) Fall 1978- Summer 1979
			( Wille III allicality.	
VIII (			A STATE OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAMED OF THE PERSON NAME	1000
í	TOTAL DOLLAR VALUE  Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	976 through Summe u receive financial a	r 1977, (b) <u>Fail 1977</u> assistance ( <u>not</u> a loa	. \$ through Summer 19
•	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?	976 through Summe u receive financial a	er 1977, (b) Fall 1977 assistance (not a loa	. \$ through Summer 19
í	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	076 through Summe u receive financial a upply.) GO TO Q. 131. p.	er 1977, (b) Fall 1977 assistance (not a loa	. \$ through Summer 19
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	076 through Summe or receive financial a apply.) GO TO Q. 131. p CONTINUE WITH	er 1977, (b) Fall 1977 assistance ( <u>not</u> a loa	through Summer 19
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	areceive financial and apply.)  CONTINUE WITH	er 1977, (b) Fall 1977 assistance (not a loa 30 11 (). 129	through Summer 19 n) from any relatives go to school?
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	o76 through Summe u receive financial apply.)  GO TO Q. 131. p  CONTINUE WITH	er 1977, (b) Fall 1977 assistance (not a loa 31) 11 (). 129 tance (not a loan) to (a) (b)	through Summer 19 n) from any relatives go to school? (c)
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	or6 through Summe or receive financial and apply.)  GO TO Q. 131. p. CONTINUE WITH	ar 1977, (b) Fall 1977 assistance (not a loa 3/) (1 (). 129  tance (not a loan) to (a) (b) 1976- Fall 1977	through Summer 19 n) from any relatives go to school? (c) - Fall 1978-
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	or6 through Summe or receive financial and apply.)  GO TO Q. 131. p. CONTINUE WITH	1977, (b) Fall 1977 assistance (not a loa 30 11 (). 129 ance (not a loan) to (a) (b) 1976- Fall 1977 er 1977 Summer 19	through Summer 19 n) from any relatives go to school? (c) - Fall 1978- 978 Summer 1979
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	o76 through Summe u receive financial a apply.)  GO TO Q. 131. p  CONTINUE WITH	1977, (b) Fall 1977 assistance (not a loa 30 11 (). 129 ance (not a loan) to (a) (b) 1976- Fall 1977 er 1977 Summer 19	through Summer 19 n) from any relatives go to school? (c) - Fall 1978- 378 Summer 1979 apply.)
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a  No	o76 through Summe u receive financial a apply.)  GO TO Q. 131. p  CONTINUE WITH	1977, (b) Fall 1977 assistance (not a loa 30 11 (). 129 ance (not a loan) to (a) (b) 1976- Fall 1977 er 1977 Summer 1971 (Circle all that	through Summer 19 n) from any relatives  go to school? (c) 7- Fall 1978- 978 Summer 1979 apply.)
1	Considering the three time periods of (a) Fall 19 and (c) Fall 1978 through Summer 1979, did you friends to go to school?  (Circle all that a No	o76 through Summe u receive financial a apply.)  GO TO Q. 131. p  CONTINUE WITH	ance (not a loan) to (a) (b) 1976- Fall 1977 (Circle all that	through Summer 19 n) from any relatives  (c) - Fall 1978 Summer 1979 apply.)



*	131.	Considering the same three periods from (a) F 1978, and (c) Fall 1978 through Summer 1979, d	all 1976 through Sulid you pay any of th	ummer 1977, (b) <u>Fall</u> e costs to go to scho	1977 through Summer ol from money you had
		saved or earned? (Circle all that a	apply.)		•
		No1	GO TO Q. 134		gh.
		Yes, Fall 1976-Summer 1977 2 )	•		
	•	Yes, Fall 1977-Summer 1978	CONTINUT WIL	H Q. 132	
		Yes, Fall 1978-Summer 1979	<u> </u>		
					•
		•			,
*	132.	What was (were) the source(s) of the money	you paid to go to	school from the mo	ney you had saved or
		earned?			
		<b>\'</b>	(a)	(b)	(c)
			Fall 1976		Fall 1978-
		•	Summer 19	77 .Summer 1978 Su	<u>ımmer 1979</u>
				Circle all that apply.)	
		Own savings from money I earned before I		on cie all triat apply.)	•
		postsecondary school	1	1 1	1
		Own earnings (including summer earnings)			••••••
		started to school but not while taking co		2	2
		College work-study or cooperative education	on program 2	?	2
		Teaching or research assistantship			
		Other earnings while taking courses			, , , , , , , , , , , , , , , , , , ,
		Other earnings while taking courses	<del></del>		
P	37 THE WORLD	the wild the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the p			The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s
*	133	Estimate the total amount of money you paid to	o ao to school fron	n money you had sa	ved or earned. Enter a
		zero, "0," where you paid no money.	- g- (- scilos, iloi,	ii iiioiio, you iiuu ou	, same and a second
		zero, o, where you paid no money.	(a)	(b)	(c) ;
		,	Fall 1976-	Fall 1977-	Fall 1978-
	4	*	Summer 1977	Summer 1978	Summer 1979
		•	Summer 1977	(Write in amounts.)	
		,		( With the amounts.)	
		TOTAL DOLLAR VALUE	\$	. <b>s</b>	s
		TOTAL DOLLAR VALUE III.			· <del></del>
	*				
	•	SCHOOL FINANCES FROM I	FALL 1979 THROU	JĞH SUMMER 1980	0
		<u></u>	<del></del>		
				•	
				,	
	134.	Are you or will you be in school at any time from	Fall 1979 through 5	Summer 1980?	
		(Circle	e one.)		
		No	• ) '		
		Don't know	GO TO Q. 138	, ρ. 31	
		Ýes	3 CONTINUE W	VITH Q. 135 \	
				}	
		•			
	135.	What is your estimate of how much it will cost	you for tuition and	tees to go to school	this year, regardless of
		who pays? Estimate the amount and record it be			
		,		» ·	, , , , , , , , , , , , , , , , , , ,
		Tuition and Fees\$		;1	•
		·	•	, .	
				ĩ	1
	136.	What is your estimate of how much the total co	ost will be for you t	o go to school this y	ear, regardless of who
		pays? Estimate the amount and record it below.			
		piles, transportation to and from classes, and all			·
		•	•	•	
		Estimated Total Cost For You to Go to Sch	ool	\$	
		,			4,
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b. Loans		each source and record the	and/or scholarship		•	Amo Rece <u>Eac</u> l	ount Will eive From h Source	
c. My spouse's income. d. Savings from money learned before') started to postsecondary school. e. My own earnings (including summer earnings) since I started to school but not while taking courses. f. My own earnings while faking courses. g. Galts from my family or friends. h Other (specify:    GRADUATE OR PROFESSIONAL SCHOOL								
d. Sawings from money I earned before" started to postsecondary school.  e. My own earnings (including summer earnings) since I started to school but not while taking courses.  f. My own earnings while laking courses.  g. Gills from my lamily or friends.  h. Other (specify:    GRADUATE OR PROFESSIONAL SCHOOL    RADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GRADUATE OR PROFESSIONAL SCHOOL   GO TO O. 140, p. 32   Yes								•
postsecondary school.  e. My own earnings (including summer earnings) since  I started to school but not while taking courses.  f. My own earnings while taking courses.  g. Gifts from my family or friends.  h Other (specify:    GRADUATE OR PROFESSIONAL SCHOOL    GRADUATE OR PROFESSIONAL SCHOOL    138-Did you formally apply for admission (fill out a form and send if in) to any graduate or professional school at any time before October 1979?    (Circle one.)							<del></del> _	
e. My own earnings (including summer earnings) since  I started to school but not while taking courses			=			\$	^ .	
g. Gits from my family or friends						•		
g. Gits from my family or friends		I started to scho	ol but not while taking o	courses	•••••	\$		
GRADUATE OR PROFESSIONAL SCHOOL    138Did your formatly apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1979?   Circle one.)								
GRADUATE OR PROFESSIONAL SCHOOL  138: Did you formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1979?  (Circle one.)  No		g. Gifts from my famil	ly or friends			\$		
GRADUATE OR PROFESSIONAL SCHOOL    138. Did your formally apply for admission (fill out a form and send it in) to any graduate or professional school at any time before October 1979?    Circle one.)		h Other (specify:			).	\$		
(Circle one.) No	,		GRADUATE OR PR	OFESSIONAL SO	CHOOL		s	, .
City: State: Yes								
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Was   Financial   Assistance   Assistance   Enrolled	1 1	located, and the department circle the number for yes of fellowship, loan, teaching	nate institutions to which nt or program (e.g., law or no if you (a) were ac	th you applied, the school, public he cepted; (b) applied	alth, journalis i for financial re offered fin (b)	m, psycholog assistance su ancial assist (c)	y). At the righuch as a grant	ıt t,
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Department or program:       No	1	located, and the department circle the number for yes of fellowship, loan, teaching enrolled.  First Choice	nate institutions to which or program (e.g., law or <u>no</u> if you (a) were ac or research assistant	h you applied, the school, public he cepted; (b) applied iship, etc.; (c) we (a) Was Accepted	alth, journalis f for financial re offered fin (b) Applied for Financial	m, psycholog assistance su ancial assist (c) Was Offered Financial	y). At the righ uch as a grant ance, and (d  (d)	ıt t,
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Third Choice         School:		located, and the department circle the number for yes of fellowship, loan, teaching enrolled:  First Choice School: Department or program Second Choice School:	nate institutions to which or program (e.g., law or no if you (a) were ac or research assistant	h you applied, the school, public he cepted; (b) applied ship, etc.; (c) we was Accepted  Yes	alth, journalis for financial re offered fin  (b) Applied for Financial Assistance  Yes1 No2	m, psycholog assistance su ancial assist  (c) Was Offered Financial Assistance  Yes1 No2	y). At the right ich as a grant ance, and (d)  (d)  Enrolled	ıt t,
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CONTINI

140.	Circle the category that describes your present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect to graduate or present status with respect	ofessional school.	
		O l'O Q. 144	
	I have citended graduate or professional school		1
		ONTINUE WITH	
		Q. 141	
		•	*
		:	
141.	How many months typically are required for a student to complete the graduate	or professional progra	m In
	which you are (were last) enrolled?		
	months		
	• !		*
142.	How many months of the graduate or professional program in which you are (were pleted by October 1979?	last) enrolled had you o	com-
		,`	
	months	~ ′	
	•		
		`	
143.	How many credits had you earned toward a graduate or professional degree by Oct	ober 1979? Enter zero,	"0,"
	where you received no credits. (Write in. Use more than one line if applicable.)	•	
	aNumber of quarter hours	•	
	·	×	
	bNumber of semester hours	production of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon	
	cNumber of other type of credits (specify type:	<u> </u>	,
		<b>*</b>	
		•	
	OTHER TRAINING		
•	· · · · · · · · · · · · · · · · · · ·	v	
	•	• •	
444	Cinca Ontohan 407C have you modistrated to say account to the say		1
144.	Since October 1976, have you participated in any program such as on-the-job to	raining, registered app	ren-
	ticeships, manpower training programs, personal enrichment, or correspondence regular school and college programs.	courses? Do not inc	lude
	(Circle one.)	,	- 1
	No		
	Yes		
	185		, <del>-</del>
			, ,
145	What type of training program(s) or course(s) have you participated in?		-
. 70.	while type of defining program(s) of course(s) flave you participated firs	(Circle as many as ap	-1 \
	a. An Armed Forces training program	(Circle as many as app	pıy.į
	b. On-the-job training (a program of instruction during normal working hours)		
	c: Employer-provided program of instruction other than on-the-job training		
	d: Formal Registered Apprenticeship (your state or labor union)		
٠	e. Manpower Development and Training (MDTA)		
	f. Work Incentive (WIN)		
	g. Neighborhood Youth Corps (NYC)	7	
	h. Comprehensive Employment and Training Act (CETA)		
	Other employment and training program (specify:	) O`	,
	j. Correspondence course(s)	/ 5	
	k. Non-credit courses for personal enrichment	11	
•			
	I. Other (specify:		



(Circle one.)  No	
	•
. Yes2 (ONTINUE WITH Q. 147	
	*
	•
147. What type of work were you being trained for or learning about? If you have participated	in more than one pro-
gram, answer f the one in which you spent the most time. (Examples: plumbing, typing	auto mechanic work
photography, sales, etc.)	, adio incename work,
(Write in):	i
/ (wite iii).	<del></del>
· · · · · · · · · · · · · · · · · ·	•
148. How long is (or was) this program scheduled to last?	
(Circle one.)	
Less than one month1	
Or ) to five months2	
Six to eleven months	
One year or more4	<b>*</b>
`	
149. Have you completed this program?	
	. `
(Circle one.)	
Yes1	•
No, left without completing2	The residence of the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence and the residence
No. still enrolled	
•	
· ·	• .
159. Have you used this training on any job?	
(Circle one.)	<del>-</del> -
Yes1	
. No	•
, 1	
151. Which one of the following statements best describes the assistance you received (are re	and the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of th
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	(Circle one.)
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for pers	(Circle one.)
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DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent control and not want or did not need help from the center in finding a job	sonal 1
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent control and not want or did not need help from the center in finding a job	sonal 1
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent continuous and not need help from the center in finding a job	sonal12
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent content	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent continuous and not need help from the center in finding a job	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent content	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent content	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persentichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent children and needed help from the center in finding a job	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent children and needed help from the center in finding a job	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent enrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persenrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persent chment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persenrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persenrichment	sonal
DOES NOT APPLY TO ME since my training was in the military, on-the-job or for persenrichment	sonal

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## SECTION D: MILITARY SERVICE

No	t not	SKIPTOS	E WITH Q. 155	p. 36	1.
Yes, National Guard or Reserves 2.3 active duty Yes, active duty	t not		1	p.`36	1.
Yes, active duty		CONTINU	E WITH Q. 155	•	1.
n which branch of the Armed Forces did		CONTINU	EWITH Q. 155		١.
,	you serve?	1.			
,	you serve?	1			
(Write in):					
(Write in):		1	•		
, <b>1</b>	•	<del>,</del> .			
	t I	•			
When did you begin active duty?	b	ı	•		
	, , , , , , , , , , , , , , , , , , ,				
(month)	(year)		•		
	ļ.		•	•	
łave you received (or are you receiving	g) four or more	weeks of s	pecialized schooli	ng while in th	e Armed
Forces?	i.				
(Circle one.)	//	سمارده ۱۰ وده د چامسیون	ente de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa del la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa del la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa de la compresa del la compresa de la compresa de la compresa de la compresa de la compresa de la compresa del la compresa de la compresa de la compresa de la compresa de la compre		ta a navyar studensm
Yes	VIE WITH O. 15	5 <i>8</i> :	•	,	
	;				•
	7			nation of time	2 (Diagna
	oling program	in which you	spent the longest	period of time	? (Please
Milit and do not appreviate.)		1	•		
Name of program:	<i>f</i> :			·	<del></del>
			;/		
Specify your current primary military sp	ecialty code (A	rmv-MOS Ai	r Force-AFSC. Ma	rines-MOS. Na	ivv-NEC).
Please print and use standard abbreviation	ions.)	,y	*		,,.
	1		,	•	
Specialty Code:	<u> </u>	1			
	· ;	1	1		
What is the highest pay grade you have h	eld in the Arme	d Forces?		,	
/	j				
·/ Pay grade:	<del></del>	<del></del>	ı	٥	
	i	i	1		1
· Have you taken any courses while in the	Armed Forces ti	hat:	†		
inave you, when any obtained mine in the	1		(Circle on	e number on e	ach line.)
		l I		_	No ,
a. Prepared you for the high school	equivalency te	șt?		1	2 ,
b. Prepared you for equivalency tes	its that can be to	ken for colle	ege credit?	1	2 /
c. Were college-sponsored courses	wnich gave co	liege credits	·	,	2
		1		, , , , , , , , , , , , , , , , , , , ,	· - /
Are you currently on active duty?	, '	.1		-	,
	1	;			
				-	• •
	(month)	(Circle one.)  No	dave you received (or are you receiving) four or more weeks of storces?  (Circle one.)  No	tave you received (or are you receiving) four or more weeks of specialized schools forces?  (Circle one.)  No	(Circle one in the specialized schooling while in the specialized schooling while in the specialized schooling program in which you spent the longest period of time with and do not abbreviate.)  Name of program:  Name of program:  Name of program:  Name of program:  Specialty your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Na Please print and use standard abbreviations.)  Specialty Code:  What is the highest pay grade you have held in the Armed Forces?  Pay grade:  1 (Circle one number on expectations)  Propared you for the high school equivalency test?  2 D. Propared you for equivalency tests that can be taken for college credit?  3 C. Were college-sponsored courses which gave college credits?  No (Date left: month year)

The

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γ1°3.	now long a		1,7	. •		/.		(Circl	e one.)	
`.	For a t	wo-year to	ur of duty o	nly	٠٠٠٠٠٠		,		1	
•	For a !	hree-year o	or four-year	tour of dut	y	eer			2	
	· For me	ore than on	e enlistmer	it, but less t	han a full car	eer	1		3	
	For a f	ull career (	20 years m	nimum)		1			4	
,	Haye r	not decided				***************************************			5	
	, • 1	, .	1		,	;		•	1	
	 1	, 1	`			•	• •	•	• (	•
164.	What do you	plan to do	when you	get out of t	he Armed Fo	rces?			, Y.	•
	1	•	, j. •	1			(Circle	one numbe	r on each	line \
	1.		. 1	1 /	~	,	(0	Mv	NOT My	
		•	•	, ,	¥	•	,	Plans	Plans	
	a. Full	-time or pa	rt-time wor	k in a field i	n whịch I rec	eived training in	the			
	_ A	rmed Force	es		**************	,	***************************************		2	
-	b. Full	-time or pa	rt-time work	kļ but nat in	a field in wh	ich I.received tra	aining			
ب المجتوبة	ir ir	the Armed	d Forces!		······		************	1	2	
	↓ ~ C. Gra	duate or pr	rotessional	school, eith	er full-time o	r part-time	****************		2	•
	d. Col	iege, either	full-time or	part-time	***********	•••••••	*******	1	2	
	e. Tec	hnical, voc	ational, or l	pusiness or	career traini	ng school, eithe	r	,	•	7.
•	. ft	ull-time or p	part-time		·····		******************		2	
	f. Reg	istered app	prenticeship	or on the	job training p	rogram	W.Y.W.	1	2	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	g. Ret	ire				•••••••	***************************************	1	2	
	h. Unc	lecided				·····	······	, 1,	2	
•	i. Oth	er (specify:	<u> </u>	1	- ;		)	1	∤2	

## SECTION E: FAMILY STATUS

*	165.	What	was your marital status the <u>first wee</u>	k of Oc' o	ber 1979?		,
	/·		Never married, but plan to be married. 12 months	within the	(Circle he next1	e one.) 1 )	•
Ì		' 	Never married, and don't plan to be	matried w	vithin -	$\left.\begin{array}{c} GO TO Q. \end{array}\right.$	175, p. 38
,		,/	the next 12 monthsDivorced, widowed, separated Married to my first husband or wife. Remarried after being divorced or w		4	4 } CONTINUE	WITH Q. 166
*	166.	 Whai	t was the date of your (latest) marriag	,			
	•	•	(month)	· ·	(year) ·		<i>:</i> ·
٠.	40-		4	disah was	k of Ootobou 16	0702	•
^	167.	wus	t was your husband or wife doing the	nist wee	•	any as apply.)	
		• `	This does not apply to me since I wa		rried		173. p. 38
-			He/she was working for pay at a full part-time job			1	
/,		14	Enrolled in graduate or protessional Taking academic courses at a two-college	or four-ye	ear	1. ,	
	•		Taking vocational or technical cours of school or college (for example	ses at any	kınd		
	<i>l</i> .		trade, business, or other career training school			4 CONTINUE	WTT11 Q. 168
	. •		On active duty in the Armed Forces academy)			5'	
•		ŕ	Temporary layoff from work, looking or waiting to report to work	g for work			:
	,		Other (describe:		)	8)	
*	160	, Did	your husband or wife hold a job the <u>f</u>	iret waak	of October 197	<i>;</i> 79?	•
•	100.	nia'	·	(Circle o		<del></del> ,	
,			NoYes	• ,	GO TO Q. I CONTINUE	72, p. 37 E WITH Q. 169, p. 3	37





.. يَثْرُ

9., Plea	ise (	describe be	noù me lo	•		•			
~	• a.	 For whom	ı dıd he/sh	e work? (Na	ame of come	nany, husines	s organization, or a	other emolove	er )
			)	5 WOIN. (***		54 <b>)</b> , 5,6666	0.0.gumza0m, 0. 4	on on project	
•	<b>h</b>	(Write in):	o busine		, , , , , , , , , , , , , , , , , , ,	/For everyle	, retail shoe store,		<del></del> ;
	D.	wnat kind	or busines	s or industr	ry was this?	(For example	, retail snoe store,	restaurant, et	.C.)
		(Write in)	<del></del>	<u> </u>		<del></del>	•	L ,	
	C.	What kind	l of job or o	ccupation of	dịd he/she t	nave in this bu	usiness or industry	? (For example	le,
,		salespers	on, waitres	s, secretary.	, etc.)				
					/				
	d.				nt activities ong, etc.)		nis job? (For examp	ole, selling she	oes,
		(Write in):			/		<i>~</i>		
	e.	Was he/s	-		Ţ				0 .
		•			/ —				(Circle on
		An er	nployee of	a PRIVATE	company, b	ank, busines:	s, school. or individ	lual	•
							or local institution		
							al practice, or farm		
		Work	ing WITHO	UT PAY in _/ f	family busin	ess or farm?			4
ه ميو د				/					
							(month)	<del></del>	(year)
	g.	is he/she		vorking at th			:		
				Circle one.)					
1.50									
<b>.</b>		Ýes	••••••	<u>1</u>		•			
	v ma	Yes No		. }	ē	-	month	yea	nr) .
D. How	v ma	. سنند	lid he/she	usually wor	k at this job	in an averag		, yea	ır) .
0. How	/ ma	. سنند	lid he/she	. }	k at this job	-		yea	ır) .
I. Inja	- r: 2"	erage wee	hou hou k, approxin	usually wor irs per week mately how y the week,	k at this job	in an averag e/she earn a nate.)		,	
In a	- r: 2"	erage wee	hou hou k, approxin	usually wor irs per week mately how y the week,	k at this job k much did h please estir	in an averag e/she earn a nate.)	e week?	,	
l. In a fore	n 2º ded \$_	erage wee	iid he/she hou k, approxir not paid by	usually wor irs per week nately how y the week,	k at this job k much did h please estir	in an averag e/she earn a nate.)	e week?	his/her gros	s earnings t
. In a fore	n 200 ded \$_ of <u>O</u> c	erage wee ductions. If	k, approximot paid by per week	usually wor ars per week mately how y the week, (Earnings b	much did h please estin	e/she earn a nate.)	e week? It this job? (Report your husband or wi	his/her gros	ed? (Circle on
In a fore	n 2" ded \$_ of <u>Oc</u>	erage weeductions. If	hou hou hou hou hou hou hou paid by per week on hou hou hou hou hou hou hou hou hou hou	usually wor irs per week mately how y the week, (Earnings b	much did h please estin	e/she earn a nate.) ctions)	e week? It this job? (Report your husband or wi	his/her gros	ed? (Circle on
. In a fore	# 200 ded \$_ \$_ So File	erage weeductions. If	k, approximate paid by per week of the cool, or lead to school, or lead to school	usually wor irs per week mately how y the week, (Earnings b	much did h please estin	e/she earn a nate.) ctions)	e week? It this job? (Report your husband or wi	his/her gros	ed? (Circle on
. In a fore	s_So	erage weeductions. If	k, approximent paid by per week of the school, or less than the correct part of the school	usually wor irs per week mately how y the week, (Earnings b	much did h please estin	e/she earn a mate.)	e week? It this job? (Report	his/her gros	ed? (Circle on:1
In a fore	s_So	erage weeductions. If	k, approximent paid by per week of the school, or less than the correct part of the school	usually wor irs per week mately how y the week, (Earnings b	much did h please estir efore deduce st level of ed	e/she earn a nate.)	e week? It this job? (Report	his/her gros	ed? (Circle on:12
. In a fore	s_So	erage weeductions. If	k, approximent paid by per week of the school, or less than the correct part of the school	usually wor irs per week mately how y the week, (Earnings b	much did h please estir efore deduce st level of ed	e/she earn a mate.) ctions) cucation that y	e week?  It this job? (Report  Your husband or wi	his/her gros	ed? (Circle on:1 2
. In a fore	\$SoSoSoSoSoSoSo	erage weeductions. If	k, approximot paid by per week	usually wor irs per week mately how y the week, (Earnings b	much did h please estir efore deduce st level of ed	e/she earn a mate.) ctions) cucation that y	e week? It this job? (Report	his/her gros	ed? (Circle on:1 2
. In a fore	\$SoSoSoSoSoSoSo	erage weeductions. If	k, approximot paid by per week	usually wor irs per week mately how y the week, (Earnings b	much did h please estir refore deduce st level of ed	e/she earn a mate.) ctions) cucation that y	e week?  It this job? (Report  your husband or wi	his/her gros	ed? (Circle on:1 2
l. In a fore	\$SoSoSoSoSoSoSo	erage weeductions. If	k, approximot paid by per week	usually wor irs per week mately how y the week, (Earnings b	much did h please estir efore deduce st level of ed  Les Two	e/she earn a mate.) ctions) cucation that y	e week?  It this job? (Report  Your husband or with  Pars of college	his/her gros	ed? (Circle on:
l. In a fore	s_ Sc Fill Vo	rerage weekductions. If	k, approximate week	usually wor irs per week mately how y the week, (Earnings b	much did h please estir efore deduce st level of ed  Les Two	e/she earn a mate.) ctions) cucation that y	e week?  It this job? (Report  Your husband or with  Pars	his/her gros	ed? (Circle on:
l. In a fore	s_ Sc Fill Vo	rerage weekductions. If	k, approximate week	usually wor irs per week nately how y the week, (Earnings b	much did h please estir efore deduce st level of ed  Les Two ( Les Two ( Fin	e/she earn a mate.) ctions) cucation that y ss than two yes o years or mo ss than two yes o or more yes including two ished college	e week?  It this job? (Report  Your husband or with  Pars of college	his/her gros	ed? (Circle on:
i in a fore	s_ Sc Fill Vo	rerage weekductions. If	k, approximate week	usually wor irs per week nately how y the week, (Earnings b	much did h please estir refore deduce st level of ed  Les Two ( Fin Mai Ph.	e/she earn a mate.) ctions) cucation that y cs than two ye o years or mo ss than two ye o or more yea including two ished college ster's degree D. or advance	e week?  It this job? (Report  Your husband or with  Tars of college  It of college  -year degree)  I (four-or five-year or equivalent	his/her gros	ed? (Circle on:

<b>†</b> 173			Fall 1978. If you v	vere married then, w	vhat was your husba	nd or wife doing in
	October 1978?	\ \	•	:	\ (Circle	
	This door	s mot and w to mo sig	aco Lwac not mar	ried at that time		as many`as apply.)
•						
ļ						
•	Taking a	rademic .: ourses at	a two or four-ve	ar college		3
. \	Taking w	ncational or technic	al courses at any	kind of school or col	lege \	'
1					g schoòl)	4
•						
	On tempe	orary layoff from wo	rk, looking for wo	rk, or waiting to repo	rt to work. 👌	7
1	Øther (de	escribe:				8
		1	±10		¥ .	1
_ }	,	,		ı	,	•
* 174	$\mathbf{b}_{ extstyle f}$ Now please thi	ink back another ye	ar to Fall 1977. W	hat was your husban	id or wife doing in O	ctober 1977?
^ ·	/	• 1			. (Çircle	as many as apply.)
/	This doe	s not apply to me sir	nce I was not man	ried at that time		0
,						
ને						
						3
				kind of school or col		
					g school)	
				• ,		•
					ort to work	
•		escribe:	•	-	)	
j	Ollici (di	Solibe.			<i>.</i>	
	•	) )		<i>;</i>	i	
175	i. How maný chil	dren, altogether, do	you eventually e	spect to have?	·	· · -
i		· (Circle o	ne.)	•		<b>\$</b>
ļ	0 1	3	456 [°] 0	r more	•	¥
	_	•	* •	<i>i</i>		1
,	4	3		(		1
* 176	<ol><li>Did you have a</li></ol>			ren) as of the <u>first we</u>	ek of October 1979?	1
		(Circle				1
;		1				
1	yes	2	CONTINUE	WITH Q. 177 -		
, !	کہ				٥	1
* 177	7 How many chii	dren (including ado	opted children) die	i you have as of the	first week of October	19792
,	, 11011	(Circle one.)	,	a you navo as or and	WCCK OF COLORGI	<u>. 1373</u> .
. !	, ,	44			Ç	
.	. 12.	4	5 o or more	<b>\</b>		
İ			Į.			
178	R How many of t	hese children are ac	ionted?			
• • •		(Circle one.)				
į	0 1	3		r more	r	,
•	• • • • • • • • • • • • • • • • • • • •			/		<u></u>
	* *	•		1 mm		•
179	9. What are the b	irthdates of your ch	ildren (Including	adopted children)?		1
		-		nth and year of birth.	.)	
-	1st child	(month)	(year)	4th child	(month)	(year)
			,	•		
1		(month)		-	(month)	(year)
1 .	3rd child	(month)	(year)	6th child	(month)	(year)
ľ	,		ó		•	1



	1979?
	(C :le one.)
	012
	0
181.	When do you think you will have your first (next) child?
	(Circle one.)
ŧ	Don't expect to have a (another) child1
•	Within the next year2
	Between one and two years from now3
	Between two and three years from now4
	Between three and five years from riow5
	More than five years from now6
	Don't know7
•,	
182.	Not including yourself, how many persons were dependent upon you for more than one-half of their financial
	support in the first week of October 1979?
	(Circle one.)
	012
	• .
183.	The separation approved to your purchas approved or city office
	relatives or friends for more than one-half of your financial support?
•	(Circle one.)
	No
	Yes. primarily upon my parents2
	Yes, primarily upon my spouse 3
	Yes, primarily upon other relatives or friends4
	·
184.	As of the first week of October, 1979, did you own a house or mobile home?
	(Circle one.)
,	No 1 GO FO Q. 187
	Yes
	, , , , , , , , , , , , , , , , , , ,
	•
185.	When did you purchase your house or mobile home?
	(month)(year)
	· ·
186.	What is the present market value of your house or mobile home?
_	•
	<b>\$</b>
^	•
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187.	As of the first week of October 1979, how much money did you owe for each of the following? Enter zero, "0,"
	where you owed no money.
	(Write in amounts.)
	a. Education or training
,	b Mortgage on house or mobile home.
	c. Other debts (car, rent, appliances, medical bills, and so on)\$



188.	As of the <u>first week of October 1979</u> , how much w zero, "0," where you had no monthly payments.	ere your n	·	ments for Write in a		he followin	g? Ente
	a. Education or training		•		•		
	· ·					•	•
	b. Mortgage on house or mobile home						
	c. Other debts (car, rent, appliances, medical	bills, and	so on)\$		<del></del>		
189.	As of the first week of October 1979, how much mo	ney had yo	où saved an	d planned	l to use fo	r:	
4	•		(			on each lin	
•		į	Less	\$100 `to	\$500	\$1000	\$2000
		None	than \$100	\$499	to \$999	, to \$1999	or More
,	a. Education or training						
	b. Other plans (or general savings)	0		2	3 3	4	5
	*						
	OF 1979? If married, include your spouse's incomamount entry on each line. If you did not receive an	ne in the t y income t	rom a sour (a) Amount Received <u>1977</u>	ce, enter a '( Am Rec - 1!	a zero, "0. b) ount eived 978	(c) Amount Receir	to be red
	a. Vous own words, calories, and commission	·c·		(Write in a	amounts.)		
	a. Your own wages, salaries, and commission and your own net income from a busines or farm	ss ,	\$	·. \$	· •	. \$	· 
	<ul> <li>b. Your spouse's (husband or wife) wages, salaries, and commissions, and his/her income from a business or farm.</li> </ul>	net				. \$	
	c. Public assistance or welfare (include spous	se's) ·	\$	\$		. \$	<del></del>
	d. Your unemployment compensation						
~	e. Your spouse's unemployment compensation						
	All other income you and your spouse rece (include interest, dividends, rental prope income, gifts, scholarships, fellowships,	eived rtv		_		\$ <u></u>	
	g. TOTAL ÎNCOME FOR YOU AND YOUR SP	OUSE	S	\$	·	. s	
	g. TOTAL MODINE FOR TOO AND TOO SHOOT		, -154		•	<b>-</b>	
191.	Do you owe any money for an education or training (Circle one.)	٠			schedule	has begun	?
	No 1 SKIP TO SE Yes			·	,	· f	
192.	When was your first payment due?			÷			
	(month)	(year)					
	· · ·	,				٠.	
193.	Are you having or have you had any difficulty in me (Circle one.)	eting payr	nents on yo	ur educat	ion or trai	ning loan?	^
	· No						
	Yès2 (explain v	vhy:		•			





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### **SECTION F: EXPERIENCES AND OPINIONS**

194. To what extent have you voluntarily participated in the following groups during the three-year period from October, 1976 through October 1979? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)

	•	(Circle one ni	ımber on e	each line.
	, •	Active Participant	Member Only	Not At All
	a Youth organizations — such as Little League coach, scouting, etc	1	2	· 3
	b. Union, farm, trade or professional association	1	2	3
_	c. Political clubs or organizations	1	2	3
	d. Church or church-related activities (not counting worship services)	1 1	2	3
	e. Community centers, neighborhood improvement, or social-action associations or groups			
	f Organized volunteer work — such as in a hospital	1	2	3
	g. A social, hobby, garden. or card playing group	1	2	3
	h. Sport teams or sport clubs	1	2	3
	A literary, art, discussion, music, or study group	,	2	3
į	J. Educational organizations — such as PTA or an academic group		2	3
	k. Service organizations — such as Rotary, Junior Chamber of Commerce, Veterans, etc.			
	I. A student government, newspaper, journal, or yearbook staff			
	m. Another voluntary group in which I participate			

195. How do you feel about each of the following statements?

•		(Circle on	e number or	ı each line.)	1
	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
I take a positive attitude toward myself	1	2	3	. 4	5
b. Good luck is more important than hard work				*	
for success	1	2	3	4	5
ic. I feel I am a person of worth, on an equal in					
plane with others	1	2	3	6	5
d I am able to do things as well as most other peo	ple1	2	3	4	5
e. Every time I try to get ahead, something or					
somebody stops me	1	2	3	4	5
f. Planning only makes a person unhappy since	•				
plans hardly ever work out anyway	1	2	3	4	5
g. People who accept their condition in life are has	opier	-			`
than those who try to change things	1	2	3. <i></i>	4	5
h. On the whole, I'm satisfied with myself					
i. What happens to me is my own doing	1	2	3	. 4:	5
At times I think I am no good at all	1	2 <i>,</i>	3	4	5
k. When I make plans, I am almost certain I can					
make them work		2 ·     .		. 4	5
I feel I do not have much to be proud of	11	2	3	4	5

	•		rcie one nu	mber on eac	
	_	Agree		0:	Disagre
	a. A working mother of pre-school children can be used as	Strongly	Agree	Disagree	Strongi
	A working mother of pre-school children can be just as good a mother as the woman who doesn't work.	4	•	•	
•	b. It is usually better for everyone involved if the man is the		2	3	4
	achiever outside the home and the woman takes care				
	of the home and family	•	2	•	
				3	4
;	c. Young men should be encouraged to take jobs that are use		^	•	
	filled by women (nursing, secretarial work, etc.)		2	3	4
	d. Most women are just not-interested in having big and important jobs "		•	_	
	e. Many qualified women can't get good jobs: men with the	1	2	3	4
			•	•	
	same skills have much less trouble		,2	3	4
	f. Most women are happiest when they are making a home	4	•	_	
	and caring for children		2	3	4
	g. High school counselors should urge young women to train		•	•	
	for jobs which are now held mainly by men	1	2	<b>3.</b>	4
	h. It is more important for a wife to help her husband than to		<i>'</i>	_	• .
	have a career herself				
	i. Schools teach women to want the less important jobs		2	3	,4
	j. Men should be given first chance at most jobs because the		_	_	
	f have the primary responsibility for providing for a family.	1	2	3	4`
•	•	•	۰.		
· 107 LL	ow important is each of the following to you in your life?				
137. nc	ow important is each of the following to you in your life?		(Ci-ala ana		
	•	,	· · · · · · · · · · · · · · · · · · ·	number on	
•			Very	Somewhat	Not
	•			Important I	
	a. Being successful in my line of work		1	. 2	3
	b. Finding the right person to marry and having a happy famil	ıy life	1	2	
	c. Having lots of money		1	2	3
	d. Having strong friendships		1	.2	3
	e. Being able to find steady work		. 1	.2	3
~	f Being a leader in the community		. 1	2	3
	g. Being able to give my children better opportunities than I'v	e had	. 1,.	. 2	3
	h. Living close to my parents and relatives				
	i. Getting away from this area of the country		1	2	3
	j. Working to correct social and economic inequalities				
	k. Having leisure time to enjoy my own interests		1	2	3
	I. Having a good education		1	2 <b>.</b>	3
•	,				
198. Ho	ow important do you think each of the fc lowing factors is in d	letermining	the kind o	f work you p	alan to b
do	ping for most of your life?	_	•	•	
		(Circle	one numb	er on each li	ine.)
		Vei			•
			•	rtant Import	
	a Previous work experience				
	Previous work experience      Belative or friend in the same line of work				
•	c. Job openings available in the occupation				
•	c. 500 openings available in the occupation		••• • ••••	z	

196. How do you feel about each of the following statements?

j. Meeting and working with sociable, friendly pec, le......

	<u>er 1979, januari er 1979 i de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la co</u>			
	<del></del>		number on ea	
	,	Frequently.	Sometimes	Neve
а	. When you talked with your friends, did you ever talk about public		\ <u></u>	
	problems — that is, what's happening in the country or in your		`\	
٠,	community?.\	1		3
``} b	Did you ever talk about public problems with any of the following		. `,	
,	people?			
	Your family	1	2 ``.	3
	People where you work	1	2	3
	Community leaders, such as club or church leaders			
_	Did you ever talk about put inc problems with elected government			
	officials.or people in politics, such as Democratic or Republican			/
	leaders?	•	2	ີ
•	leduers r tall to possible to see the see to see the see to see the	۱		3
C	I. Did you ever talk to people to try to get them to vote for or against		• •	_
	a candidate?	1	2	3
е	Did you ever give any money or buy tickets to help someone who	_		_
	was trying to win an election?	1	2	3
f.	Did you ever go to any political meetings, rallies, barbecues, fish frie	es,		
	or things like that in connection with an election?	1	2	3
g	. Did you ever do any work to help a candidate in his campaign?	1	2	3
h	n. Did you ever hold an office in a political party or get elected to a			
	government job?	1	2	3
			•	
• '	• • •	•		
Are vo	u registered to vote?			
y	(Circle one.)			
	(011010 01101)			-
<b>\</b>	/es ·			
	/es1 _.		-	
N	ان	ctober 1979.	aid vou vote	in a lo
At any state, o	•	ctober 1979,	did you vote	in a lo
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### SECTION G: BACKGROUND INFORMATION

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME:	1.	•	TELE	PHONE
ADDRESS:			AREA CODE	
			,	
CITY:	STATE:	COUNTY	ZIP	· <del></del>
Please PRINT the name, address	and telephone number of yo	our parents.		, ·
YOUR PARENT'S NAME:	•		. TELE	PHONE
ADDRESS:			AREA CODE	NUMBER
	, <u> </u>			
CITY·	STATE:		ZIP	
the coming year. (List no more the coming year.)	t.	- min jour)	·	PHONE
<del></del>				
ADDRESS	<u> </u>		AREA CODE	NUMBER
CITY-	STATE		ZIP	,
NAME:		· ·	TELE	PHONE
ADDRESS:			AREA CODE	NUMBER
		•		
CITY:	STATE [.]		ZIP	
		-, -	ZIP	·
Please PRINT your spouse's full		<u>.                                    </u>	ZIP	
Please PRINT your spouse's full SPOUSE'S FULL NAME:		<u>.                                    </u>	ZIP	
Please PRINT your spouse's full SPOUSE'S FULL NAME:	name (if you are married).	<u>.                                    </u>	ZIP	
Please PRINT your spouse's full SPOUSE'S FULL NAME:  Please give the following information (a) Date of birth	name (if you are married).		ZIP	
Please PRINT your spouse's full  SPOUSE'S FULL NAME:  Please give the following information (a) Date of birth  (b) Sex: (Circle one.) Male	name (if you are married).  ation about yourself.  (month)		ZIP	
Please PRINT your spouse's full  SPOUSE'S FULL NAME:  Please give the following information of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of the plant of t	ation about yourself.  (month)		ZIP	(ye

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972



Approval Expires December 31, 1980

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

OPERATION FOLLOW-UP

# The Supplemental Questionnaire

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Prepared for the

DEPARTMENT OF HEALTH, EDUCATION: AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE • RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1979

## National Center for Education Statistics Education Division Department of Health, Education, and Welfare Washington, D.C. 20202

### GENERAL INSTRUCTIONS

You heard from us for the first time in 19?2 when you were about to graduate from high school. At that time we asked you about your plans for the future, and about how useful you thought your high school education had been. Since that time we've gotten back in touch with you three times to ask about how things are actually working out for you. Now we'd like to check in on you again.

What we're trying to do with the Supplementary Questionnaire is find the answers to certain questions about your work

or your education that were not completed in your earlier questionnaires.

You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions beside responses which allow-you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

• (Circle one.)

. (Circle as many as apply.)

· (Circle one number on each line.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?	(Circle one number	
· ·	My	NOT My
	Reasons	Reasons
Graduated		<u>2</u> ,,
Entered college	<u>1</u>	②
Went to work	(1)	<b>ž</b>

Many questions ask what you were doing during a specific time period; for example, "What were you doing during the first week of October 1976?" As you go through the questionnaire, please watch for these time references and make sure you are thinking about the correct time period for each question.

This questionnaire is authorized by law 20 USC 1221e-1.

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) Solicitation of information about the respondent as detailed in the questionnaire is authorized by Section 415 of the General Education Provisions Act as amended (20 USC 1226b).

(2) The respondent is subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

4) The routine uses of these data will be statistical in nature as detailed in 9 in Appendix B of the Departmental

Regulations (45 CRF 56) published in the Federal Register, Vol. 40, No. 196, October 8, 1975.

When you complete this questionnaire, please place it in the post-paid, addressed envel.

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Recearch Triangle Park, North Carolina 27709

THANK YOU FOR YOUR COOPERATION

ERIC Full Text Provided by ERIC

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### SCHOOL ATTENDANCE ... OCTOBER 1972

ŧ	Now please think back to the Fall of 1972. Were you to October 1972?	:	•
		(Circle one.)	
	Yes		•
	No	2 – S	KIP TO NEXT PAGE
	•		
2.	What is the exact name and location of the school you	were attending in the month o	f October 1972? (Please p
	and do not at/leeviate.)		\$
	· School Name:		· ;
	City: State:		*
		•	\
3.	What kind of school is this?	•	
	•	(Circle one.)	
	Vocational, trade, business or other career training	g school 1	
	Junior or community college (two-year)	2	
	Four year college or university	: 3	•
	Other (please describe:		•
		442.3	(*************************************
4.	When aid you first attend this school?	(month)	(year)
_	When did you lest attend this school?	· (month)	(veer)
	When did you lest strong this school		
ž	During October 1972, were you classified by this scho	ol as a full-time student?  • (Circle one.)	(Jean)
<b>.</b> 6.	During October 1972, were you classified by this scho	ol as a full-time student?  (Circle one.)  1 2	o .
<b>\6.</b>	During October 1972, were you classified by this school Yes	ol as a full-time student?  (Circle one.)  1 2	o .
∆6. ∆6.	Please select below the category which best describe October 1972.	(Circle one.)  1 2 s your ACADEMIC FIELD	o .
<b>. 6.</b>	Please select below the category which best describe October 1972.  (Circle only one acaden	ol as a full-time student?  (Circle one.)  1 2	or VOCATIONAL ARE
<b>. 6.</b>	Please select below the category which best describe October 1972.	(Circle one.)  1 2 bs your ACADEMIC FIELD one field OR vocational area.)	or VOCATIONAL ARE
<b></b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at a least a Bachelor's degree)	ol as a full-time student?  (Circle one.)  1  2  Se your ACADEMIC FIELD onic field OR vocational area.)  VOCATIONAL AREAS	or VOCATIONAL ARE (typically not leading s degree)
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at a least a Bachelor's degree)  Biological Sciences (zoology, physiology,	(Circle one.)  (Circle one.)  2  So your ACADEMIC FIELD one field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor	or VOCATIONAL ARE  (typically not leading s degree) ping, stenography,
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel	computer Technology (keyr	or VOCATIONAL ARE.  (typically not leading s degree)  ping, stenography, fice, etc.) 10  ounch operator,
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel	ol as a full-time student?  (Circle one.)  1 2  So your ACADEMIC FIELD  nic field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor  Office and Clerical (bookkee  commercial art, general of  Computer Technology (keyr  programming, computer of	or VOCATIONAL ARE (typically not leading s degree) ping, stenography, fice, etc.) 10 ounch operator, perations, etc.) 11
<b></b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)	ol as a full-time student?  (Circle one.)  1 2 bs your ACADEMIC FIELD  nic field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor  Office and Clerical (bookkee commercial art, general of Computer Technology (keyp programming, computer of Mechanical and Engineering)	or VOCATIONAL ARE.  (typically not leading s degree)  ping, stenography, fice, etc.) 10  ounch operator, perations, etc.) 11  g Technology
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  O3 Engineering (civil, electrical, mechanical, etc.)  O4	ol as a full-time student?  (Circle one.)  1 2 bs your ACADEMIC FIELD  nic field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor  Office and Clerical (bookkee commercial art, general of Computer Technology (keyr programming, computer of Mechanical and Engineering (automotive mechanic, me	typically not leading s degree) ping, stenography, fice, etc.)
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one academ ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  O2  Education (elementary, special, mechanical, etc.)  O4  Humanities and Fine Arts (music, religion,	computer Technology (keyr programming, computer of Mechanical and Engineering (automotive mechanic, me construction, electronics,	(typically not leading s degree) ping, stenography, fice, etc.)
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one academ ACAD MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  Education (civil, electrical, mechanical, etc.)  Humanities and Fine Arts (music, religion, English, etc.)	computer Technology (keyr programming, computer of Mechanical and Engineering (automotive mechanic, me construction, electronics, Health Services (Circle one.)  (Circle one.)  2  2  2  2  2  2  3  4  4  5  5  6  6  6  7  7  7  8  7  8  7  8  7  8  7  8  8	or VOCATIONAL ARE (typically not leading s degree) ping, stenography, fice, etc.)
. <b>6.</b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  Education (civil, electrical, mechanical, etc.)  Humanities and Fine Arts (music, religion, English, etc.)  O5  Physical Sciences and Mathematics	computer Technology (keyr programming, computer of Mechanical and Engineering (automatical) (automatical) (lab technic occupational therapy, practical)	typically not leading s degree) ping, stenography, fice, etc.)
<b></b>	Please select below the category which best describe October 1972.  (Circle only one acaden ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)	ol as a full-time student?  (Circle one.)  1  2  Ses your ACADEMIC FIELD  aic field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor  Office and Clerical (bookkee commercial art, general office computer Technology (keyr programming, computer of Mechanical and Engineering (automotive mechanic, maconstruction, electronics, Health Services (lab technic occupational therapy, prace Public Services (police scientification)	(typically not leading s degree) ping, stenography, fice, etc.)
<b></b>	Please select below the category which best describe October 1972.  (Circle only one academ ACAD' MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  Education (civil, electrical, mechanical, etc.)  Humanities and Fine Arts (music, religion, English, etc.)  Physical Sciences and Mathematics (physics, geology, chemistry, etc.)  O6  Social Sciences (psychology, history,	ol as a full-time student?  (Circle one.)  1  2  Se your ACADEMIC FIELD  aic field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor  Office and Clerical (bookkee commercial art, general office computer Technology (keyr programming, computer office and Engineering (automotive mechanic, maconstruction, electronics, Health Services (lab technic occupational therapy, prace Public Services (police scien recreation, beautician, etc.)  Other vocational areas (agri-	typically not leading s degree) ping, stenography, fice, etc.)
<b>\6</b> .	Please select below the category which best describe October 1972.  (Circle only one academ ACAD MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  Education (civil, electrical, mechanical, etc.)  Humanities and Fine Arts (music, religion, English, etc.)  Physical Sciences and Mathematics (physics, geology, chemistry, etc.)  Other academic fields (agriculture, home	computer Technology (keyr programming, computer of Mechanical and Engineering (automotive mechanic, me construction, electronics, Health Services (lab technic occupational therapy, prace Public Services (police scien recreation, beautician, etc.)	(typically not leading s degree)  ping, stenography, fice, etc.)
<b>\6</b> .	Please select below the category which best describe October 1972.  (Circle only one academ ACAD MIC FIELDS (typically leading to at least a Bachelor's degree)  Biological Sciences (zoology, physiology, anatomy, etc.)  Business (accounting, marketing, personnel management, etc.)  Education (elementary, special, physical, etc.)  Education (civil, electrical, mechanical, etc.)  Humanities and Fine Arts (music, religion, English, etc.)  Physical Sciences and Mathematics (physics, geology, chemistry, etc.)  Other academic fields (agriculture, home	ol as a full-time student?  (Circle one.)  1  2  Se your ACADEMIC FIELD  aic field OR vocational area.)  VOCATIONAL AREAS  to a Bachelor  Office and Clerical (bookkee commercial art, general office computer Technology (keyr programming, computer office and Engineering (automotive mechanic, maconstruction, electronics, Health Services (lab technic occupational therapy, prace Public Services (police scien recreation, beautician, etc.)	(typically not leading s degree)  ping, stenography, fice, etc.)

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### JOB HELD IN OCTOBER 1972

<b>É</b> 1.	Did you hold a job of any kind during the month of October 1972?
	(Circle one.)
	Yes
<b>B2</b> .	Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.
	a. For whom did you work? (Name of company, business organization, or other employer)
	(Write in):
	b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
	(Write in):
	c. What kind of job or occupation did you have in this business or industry? (For example, salesman, waitress secretary, etc.)
	(Write in):
~	d. What were your most frequent activites or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
	(Write in):
	e. When did you start working at this job? (month) (year)
•	f. Are you currently working at this job? (Circle one.)
	Yes
<b>B3.</b>	How many hours per WEEK did you usually work at this job in October 1972?
	hours per week
	Transpare A 4.1. 1.1. but About Andrew Solden State Maintenance (15 not noted by
B4.	Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)
	\$per week

### SCHOOL ATTENDANCE IN OCTOBER 1973

C1	Were you taking classes or o	ourses at any school duri	ing the first week of October	1973?
Ý		• '	· (Circle one	
	No.	· · · · · · · · · · · · · · · · · · ·		SKIP TO NEXT PAGE
*	Von /	*		\ i · · · · · · · · · · · · · · · · · ·
.*	1	<i>t</i>		
C2.	What is the exact name and lo	cation of the school you	were attending in the first wee	k of October 1973? (Please print
•	and do not abbreviate.)		•	<u>*</u> /·
	School Name:			,
	· · · · · · · · · · · · · · · · · · ·		* *	\
ē	City:		ate:	<u> </u>
C3.	What kind of school is this?	•	, <del>D</del>	\
, ••••		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	(Circle one	•
		1	•	
	Vocational, trade, busin	ess or other career traini	ng school 1	· · ·
				•
, · · ·				
~	Other (please describe:	<del>                                     </del>	4	1
		b19 -	(month)	(year)
C4.	When did you first attend th	us school:	(monen/	
C5.	When did you last attend th	is school?	(month)	(year)
_	• • • • •	1		
C8.	During the first week of Oct	<u>ober 1973,</u> were you clas	sified by this school as a full-	time student?
			· · (Circle on	e.) ,
,			1	· •
-				1
			•	1
C7.	At that time were you classi	fied by your school as a	freshman or sophomore?	
	70	٠.	(Circle one	E.) °
		te	, 1	<b>.</b>
*	My school doesn't class	iry students this way		
/ h	Freshman (nrst-year st	student)		
•	Sopnomore (second-year	ecify:	1 \ 4	•
•		}		•
CS.	Please select below the cat-	gory which best descri	bes your ACADEMIC FIELD	D or VOCATIONAL AREA in
•	October 1973.			1.
		Circle only one academic	c field <u>OR</u> one vocational area	
	ACADEMIC FIELDS (ty)	ically leading to at	VOCATIONAL ARE	AS (typically not leading
	least a Bachelor	s degree)	3.	elor's degree)
. •	Biological Sciences (zoology,	physiology,	Office and Clerical (bool commercial art, general	kkeeping, stenography, /
•	Business (accounting, market	ing personnel	Computer Technology	keypunch operator, /
. •	management, etc.)	ļ 0 <b>2</b>	programming, comput	er operations, etc.) /11
o	Education (elementary, specis	l, physical, etc.) 03	Mechanical and Engine	, machinist, construction,
	Engineering (civil, electrical, 1 Humanities and Fine Arts (n	nechanical, etc.) Us visic, religion.	drafting, electronics, e	otc.)
"	English, etc.)		Health Services (lab tec	hnician,
*	Physical Sciences and Mathe	matics /	occupational therapy, Public Services (police a	practical nursing, etc.) 13
~ ·	(physics, geology, chemistr Social Sciences (psychology,	k,etc.) . /	recreation, beautician,	
_	economics, sociology, etc.)		Other vocational areas	agriculture, home
1 . •	Other academic fields (agricu	lture, home	economics, etc.)	ndecided
	economics, nursing, etc.) An academic field, but under		A vocational area, but u	muotiuou
•	An academic news, but undec	,		· /

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### JOB HELD IN OCTOBER 1973

Die	d you hold a job of any kind during the <u>first week of</u>	October 1973?				
	· · ·	(Circle one.)				
-	Yes	.,1				
1	No	2 – 8	KIP TO NEXT PAGE			
Di.	case describe below the job you held during the <u>first</u> v	each of October 1973. If you	held more than one job at th			
	ne, describe the one at which you worked the most he		, · · · · · · · · · · · · · · · · · · ·			
	For whom did you work? (Name of company) busine		ployer)			
	(Write in):					
	What kind of business or industry was this (For exa	mple retail shoe store, resta	urant. etc.)			
		r	,			
	c. What kind of job or excupation did you have in this business or industry? (For example, salesman, waitres					
• /	secretary, etc.)	a pusiness or muusitys (Por				
-/	(Write in):		, ,			
i	d. What were your most frequent activites or duties on this job? (For example, selling shoes, waiting on tables, ty					
- 1	ing and filing, etc.)		Spinood, wanting on one one,			
1	(Write in):	· / · ·	<u> </u>			
	When did you start working at this job?	(month)	(year)			
	Are you currently working at this job?	.   - 1	1			
1.	(Circle one.)	,				
	Yes 1					
	No 2 Date left:	(month)	(year)			
			•			
. He	ow many hours per WEEK did you usually work at t	his job up through the first	week of October 1973?			
	hours per week	$\cdot_{J}$				
. <b>A</b> ı	pproximately how much did you usually earn per WEI	CK at this job at that time bef	ore deductions? (If not paid			
	be week, please estimate.)		9			
8_	per week	, , , , , , , , , , , , , , , , , , ,	, i			
I.		, ,	• "			
	- f _ 1		•			

### SCHOOL ATTENDANCE IN OCTOBER 1974

E1.	Did you attend school in the first week of Octob	cer 1974? (Circle one	)
	No		
	Yes		\
2.	What is the exact name and location of the school	you were attending in the first wee	k of October 1974? (Please r
	and do not abbreviate.)		•
	School Name:	<del>}</del>	
		State:	
		State:	
<b>3.</b>	What kind of school is this?	(Circle one	,
	Vocational, trade, business, or other career		<i>.</i> '
	training school		
•	Junior or community college (two-year)		
	Four-year college or university		•
	-Other (describe:		•
4.	During the first week of October 1974, were you	classified by this school as a full-	ime student?
	•	(Circle one	.)
	Yes		
	No		
	*	•	
5.	When did you first attend this school?	(month)	(year)
6.	When did you last attend this school?	(month)	(vear)
9.	• ×		(Joan)
7.	At that time how were you classified by your so		
		(Circle one	, <b>)</b>
	Freshman (first-year student)		
	Sophomore (second-year student)		•
	Junior (third-year student)		
	Senior (fourth-year student)		
	Special Student		
	Other classification (specify:	)6	
	My school doesn't classify students		
8.	Please select below the category which best de	scribes your ACADEMIC FIELD	or VOCATIONAL AREA
	October 1974.	(Circle one	,
	Agriculture and Home Economics	·	•
	Business (accounting, marketing, personnel	l management, etc.) 2	,
	Office and Clerical (bookkeeping, stenogram	phy, general office, etc.) 3	ر. د م
	Computer Technology (keypunch operator,	, programming,	~ · ·
	computer operations, etc.)	<u></u>	
	Education (elementary, special, physical, et	tc.) 5	
	Engineering (civil, electrical, mechanical, e	ic.)	
	Mechanical and Engineering Technology	automotive mechanic,	
	machinist, construction, drafting, electro	Tradish etc.)	•
	Humanities and Fine Arts (music, religion,	emptional thereps, etc.)	
	Health Services (nursing, lab technician, oc Public Services (law enforcement, food ser		
	beautician, etc.)		3
	Physical Sciences and Mathematics (physic		,
	Social Sciences (psychology, history, econor		
	Biological Sciences (zoology, physiology, ar		
	OTHER field or area (specify:		~6
	UNDECIDED		
9.	This (algor) is:		•
Ψ.		to a 4- or 5- year	<b>.</b>
	An ACADEMIC program (typically leads Bachelor's degree)	to a 7 or or year	•
	A VOCATIONAL program (does not lead to	o a Bachelor's degree) 2	•
	A VOCATIONAL program (does not lead w	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	
		TE.	•



#### JOB HELD IN OCTOBER 1974

, ,		(Circle one.)	
	No	1)— SK 2 3	
F2.	Please describe below the job you held during the first we time, describe the one at which you worked the most hou	<u>178:)</u>	
, •	a. For whom did you work? (Name of company, business	organization, or other emplo	yer) *
-	(Write in):		•
. !	b. What kind of business or industry was this? (For example (Write in):	mple, retail shoe store, restau	irant, etc.)
	c. What kind of job or occupation did you have in this h secretary, etc.)	ousiness or industry? (For ex	ample, salesperson, waitre
	(Write in):		
	d. What were your most frequent activities or duties on ting and filing, etc.)	his job? (For example, selling	shoes, waiting on tables, ty
`	(Write in):	<del></del>	
	e. When did you start working at this job?	(month)	(year)
	f. Are you currently working at this job?	,	•
	(Circle one.)		
	Yes 1		<b>.</b> . <b>€</b>
	No	(month)	(year)
F3.	How many hours did you usually work at this job in an	average week?	
	hours per week	•	•
			in a samina hafan da'd
F4.	In an average week, approximately how much did you etions. If not paid by the week, please estimate.)	arn at this job? (Report your	atoss estumas perote ded
	adds, at not been my one week because		

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# SCHOOL ATTENDANCE IN OCTOBER 1975

	low please think back to Fall 1975. Were you taking 975?	"ACTICIO OBG-1	
<b>^</b> .	No	1 – SKII	Y TO NEXT PAGE
<b>2.</b> 1	What is the exact name and location of the school your reviste.)	' •	Please print and do not an
	School Name:		
•	City:	State:	
		(Circle one.)	
<b>i3</b> .	What kind of school is this?  Vocational, trade, business or other career train	ning school 1	1
			<u> </u>
	O 11		•
	* 1	manical, usilves	
`	law, theology, etc.)	a a sullatura námianas	·
<b>34.</b>	During October 1975, were you classified by this sc	(Circle one.)	•
		(CACIO CHO)	. •
	Yes	······ 2	,
	No		
	When did you first attend this school?	(month)	(ysar)
G5.	When did you first attend this school?	(month)	
G6.	When did you last attend this school?	(month)	(Agert)
G7.	During October 1975, how were you classified by y	our school? (Circle one.)	• (
Gr.	Freshman (first-year undergraduate student).		•
	Sophomore (second-year undergraduate student) Junior (third-year undergraduate student) Senior (fourth-year undergraduate student) Graduate or professional student Special student Other classification (specify:	3 	1
<b></b>	Please select below the category which best desc	ribes your ACADEMIC FIELD or	VOÇATIONAL AREA
G8.	October 1975.	(Circia Ottan)	*
	Agriculture and Home Economics		
	Office and Clerical (bookkeeping, stenograph)	y, general office, was, , , , , , , , , , , , , , , , , , ,	
	computer operations, etc.)  Education (elementary, special, physical, etc.		
	. The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the		•
	to it is a line of the december (1968) the last	(L) MILET VE MICHAIMC:	
	train and Place Aris (mileic, religion, E	nrush, etc.,	• .
	Health Services (nursing, lab technician, occur Public Services (law enforcement, food servi	ce. recreation.	•
			, ,
	ne Coton and Mathematics (physics	geology, chemistry, etc.) . 11	
	THE STATE OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF T		
	Designal Penerem (medicine, dentiletry, is	EM' MIGOTOP' A ANNI	•
	OTHER field or area (specify:	10	
	UNDECIDED		·
G9.	(This /shows) in	(Circle one.)	•
	4 MAY >2		
			•
		4	And any

### JOB HELD IN OCTOBER 1975

H1.	Now please think back to Fall 1975. Did you hold a job of	any kind during the mont	h of October 1975?	
-	•	(Circle one.)		
	Yes, working full-time (35 hours or more per week)		·	
,	Yes, working part-time (34 hours or fewer per week) .		· · ·	•
	Yes, but on temporary layoff from work or waiting t			
	report to work		KIP TO NEXT PAGE	
		,	•	
H2.	Please describe below the job you held during October 1975	. (If you held more than one	job at that time, describe ti	Þe
	one at which you worked the most hours.)	•	,	
	a. For whom did you work? (Name of company, business	organization, or other emp	loyer)	
. *	(Write in):		•	
_				
	b. What kind of business or industry was this? (For exam	ple, retail shoe store, resta	iurant, etc.)	
	(Write in):			_
	c. What kind of job or occupation did you have in this bu	siness or industry? (For ex	tample, salesperson, waitres	18,
	secretary, etc.)		,	
	(Write in):	in inh2/Paramonala asilina	s shoes weiting on tables to	_
	d. What were your most frequent activities or duties on thi ing and filing, etc.)	a long (Lot examble, sermig	stroes, warming ou cantes, ch	
			*	
	(Write in):e. When did you start working at this job?	/m/anth)	· (voer)	_
	e. When did you start working at this job!	\month/	(year)	
H3.	How many hours did you usually work at this job in an a	verage week?		
	hours per week			
	nours per week			
H4.	In an average week, approximately how much did you ear	n 🛶 this job? (Report your	gross earnings before dedu	ю.
	tions. If not paid by the week, please estimate.)	t .	•	
•*	\$ per week (Earnings before deduction	ons) .		
H5,	Are you currently working at this job?	•		
•	(Circle one.)	× .	m	
	Yes 1	1		
•	No 2 Date left:	(month)	(year)	
			• •	

## SCHOOL ATTENDANCE IN OCTOBER 1976

<b>I1</b> .	Did you attend school in the first week of Octob	er 1976?	
	No	(Circle one.)	WID TO MEYT DACE
-	Yes	-2	RIP TO NEXT PAGE
			- 0 4-1 - 10709 /Dt mint
12.	What is the exact name and location of the school and do not abbreviate.)	you were attending in the first week	of October 1310t (Lienze burne
	School Name:		•
	City: Stat	e: <u> </u>	••
13.	What kind of school is this?		
10.	•	(Circle one.)	, 0
	Vocational, trade, business, or other career Junior or community college (two-year) College or university (four years or more) Independent graduate or professional scholaw, theology, etc.)	2 3 ol (medical, dental, 4) 5	
I4.	When did you first attend this school?		
15.	When did you last attend this school?	(month)	(year)
16.	During the first week of October 1976, were you	classified by this school as a full-t	ime student?
	<del></del>	(Circle one.	
	Yes		1
	Don't know	3	•
			<del>_</del> <del></del>
17.	At that time how were you classified by your so	chool? L ` (Circle one.	) ` _
	Freshman (first-year undergraduate student Sophomore (second-year undergraduate student).  Junior (third-year undergraduate student).  Senior (fourth-year undergraduate student).  Graduate or professional student.  Special student.  Other classification (specify:  My school doesn't classify students.	dent)	
18.	Please select below the category which best d	escribes your ACADEMIC FIELD	or VOCATIONAL AREA in
	O-4-b 1678	(£ 3pcie one.	•
r	Agriculture or Home Economics  Business (accounting, marketing, personne Office and Clerical (bookkeeping, stenogra Computer Technology (keypunch operator computer operations, etc.)  Education (elementary, special, physical, a Engineering (civil, electrical, mechanical, a Mechanical and Engineering Technology (machinist, construction, drafting, electro Humanities and Fine Arts (music, religion Health Services (nursing, lab technician, or Public Services (law enforcement, food ser recreation, beautician, etc.)  Physical Sciences and Mathematics (physical Sciences and Mat	management, etc.)	
	Social Sciences (psychology, history, econo Biological Sciences (zoology, physiology, a Professional Program (medicine, dentistry OTHER field or area (specify:	natomy, etc.)	,
19.	This (above) is:	(Circle one	.)
	A vocational program		

### JOB HALD IN OCTOBER 1976

<b>J1.</b>	Did you hold a job of any kind during the first week of Octo	ber 1976?		_	,
	Yes, working full-time (35 hours or more per week) Yes, working part-time (34 hours or fewer per week) Yes, but on temporary layoff from work or waiting to rep	oort to work	1 2 3	O NEXT PAGE	
J2.	Please describe below the job you held during the <u>first week o</u> time, describe the one at which you worked the most hours.)		f you held m	ore than one job at	that
	a. For whom did you work? (Name of company, business org		er employer)		
	(Write in):  b. What kind of business or industry was this? (For example (Write in):  c. What kind of job or occupation did you have in this busin secretary, etc.)	<u>.</u>		200000	ress,
-	(Write in):  d. What were your most frequent activities or duties on this joing and filing, etc.)	ob? (For example,	selling shoe	s, waiting on tables,	typ-
	(Write in):  e. When did you start working at this job?  f. Are you currently working at this job?  (Circle one.)	(month)	÷	(year)	
,	Yes	(month)		(year)	٠
J3.	How many hours did you usually work at this job in an aver-	age week?		•	
<b>J4</b> .	In an average week, approximately how much did you earn a tions. If not paid by the week, please estimate.)	t this job? (Repor	t your gros	s earnings before de	:duc-
;	\$ per week (Earnings before deductions	)	•		

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### LICENSE OR DIPLOMA STATUS AS OF OCTOBER 1976

	· · · · · · · · · · · · · · · · · · ·	·	(Circle as n	i nany as apply.)
	Working for nevi e	a full-time or part-time job .	•	*•
	Envolled in gradu	te or professional school		2
_	Taking academic o	ourses at a two- or four-year c	ollege	3
	Taking vocational example, vocational	or technical courses at any k mal, trade, business, or other (	ind of school or colleg career training school)	e (for 4
	On active duty in	the Armed Forces (or service a	academy)	5
٠.				<b>6</b> ^r
	Temporary layoff	from work, looking for work,	_	71
	or waiting to rep	ort to work		••• (
	Other (describe:	NOTE CO WOLL	<u> </u>	o
_	1875 at Lind of southbook	il Norma dinloma or degree b	and won sermed as of t	he first week of October 1976?
2.	A par and or carment	s, nemec, aproma or delines	ing Jon Attings on a	Area of Certificate, License,
		(Circle	Date	or Degree (For Example, Rea
•		as many	Received	Estate License, Shorthand
		as apply.)		Certificate, Degree in History
•		• • •		
	A certificate	1	19	
	A license {	2	19	
	A 2:year or 3-year voca	tional -	10	
	degree or diploma	3	19	
		ee	19	
	A 4-year or 5-year colle	de -	10	-
	Bachelor's degree	5	19	
	A Master's degree or e	quivalent		<u> </u>
	Other (specify:	7	19	
		October 1976, what was your	highest level of aduc	etion or training?
<b>.</b> 3.	As of the lifet week of	October 1970, what was your	menest sever or come	
			. 0.	Had in tober 1976
•	**			Arcle one.)
	• (	•	,	, , , , , , , , , , , , , , , , , , , ,
	Finished high school			1
		<b>\</b>		-
	A OCULIONAL TLANS OF	Less than two years		2
	husiness school			3
	business school	Two years or more		
	business school	Two years or more		
1	business school	Two years or more		
1	business school	Less than two years of colle	ege	<b>4</b>
1 4	business school	Less than two years of colle	gè (including	<b>4</b>
1 1		Less than two years of colleg two-year degree)	gè (including	<b>4</b> 5
!		Less than two years of colleg Two or more years of colleg two-year degree)	gè (including	5
1 4		Less than two years of colleg two-year degree)	gè (including	6



CONTE

None A certificate (specify in what: A license (specify in what: A 2-year or 3-year vocational degree or diploma A 2-year academic degree  A 4-year or 5-year college Bachelor's degree  A 4-year or 5-year college Bachelor's degree  A Master's degree or equivalent  A Ph.D. or equivalent  An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent  (specify degree:  Other (specify:  ) 10  As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or unit	None       1         A certificate (specify in what:       2         A license (specify in what:       3         A 2-year or 3-year vocational degree or diploma       4         A 2-year academic degree       5         A 4-year or 5-year college Bachelor's degree       6         A Master's degree or equivalent       7         A Ph.D. or equivalent       8         An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent       9         Other (specify:       9		<del></del>	(Circle as many as apply.)	
A cartificate (specify in what:	A certificate (specify in what:		• •	(circle as went) as abbit.)	-
A license (specify in what:	A certificate (specify in what:				ð
A 2-year or 3-year vocational degree or diploma	A 2-year or 3-year vocational degree or diploma				Ø.
A 2-year academic degree	A 2-year ecademic degree		A license (specify in what:).	3	
A 4-year or 5-year college Bachelor's degree 6 A Master's degree or equivalent 7 A Ph.D. or equivalent 8 An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent 9 Other (specify:	A 4-year or 5-year college Bachelor's degree 6 A Master's degree or equivalent 7 A Ph.D. or equivalent 8 An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: 9 Other (specify: ) 10  As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or univ (Circle one.)		· A 2-year or 3-year vocational degree or diploma	4	
A 4-year or 5-year college Bachelor's degree 6 A Master's degree or equivalent 7 A Ph.D. or equivalent 8 An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: 9 Other (specify: ) 10  As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or uni	A 4-year or 5-year college Bachelor's degree 6 A Master's degree or equivalent 7 A Ph.D. or equivalent 8 An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree: 9 Other (specify: ) 10  As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or univ (Circle one.)		A 2-year academic degree		
A Master's degree or equivalent	A Master's degree or equivalent		A 4-year or 5-year college Bachelor's degree	6	
A Ph.D. or equivalent	A Ph.D. or equivalent				
An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent (specify degree:	An M.D., L.I.B., B.D., D.D., D.D.S., or equivalent (specify degree:				
(specify degree:)	(specify degree:)		An M.D., L.L.B., B.D., D.D., D.D.S., or equivalent		
Other (specify:). 10  As of the <u>first week of October 1978</u> , had you received a Bachelor's degree from a four-year college or uni	Other (specify:). 10  As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or univ (Circle one.)			_) 9	1
As of the first week of October 1978, had you received a Bachelor's degree from a four-year college or uni	As of the first week of October 1976, had you received a Bachelor's degree from a four-year college or univ				i
	(Circle one.)				1
	(Circle one.)	Aso	f the first week of October 1976, had you received a Bar	helor's degree from a four-year colle	ge or unive
` (L 3PMA ABA.)			-:		••••
100000	No 1	,	•	(Circle one.)	'

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THANK YOU FOR YOUR COOPERATION

Appendix B

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